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ABSTRACT

Results of a national survey of elementary and secondary school foreign language enrollments and programs are reported. The survey sought information on the number of schools offering foreign language instruction, language course enrollment, languages taught, program types, levels offered and hours per week (for secondary schools only), class scheduling (for elementary schools only), funding sources (elementary), curriculum guidelines, teaching materials, student participation in language-related activities, course sequencing, teacher qualifications and inservice training, and major problem areas. Questionnaires were completed by principals and foreign language teachers at 1,416 elementary schools and 1,349 secondary schools (with a response rate of 52%). The report both summarizes and expands on the information gathered on these topics, provides graphs of the data obtained, and includes the survey forms. It was found that foreign language instruction is currently being offered in just over one-fifth of the elementary schools and 87 percent of the secondary schools responding to the survey. The percentage of private elementary schools teaching foreign languages (34 percent) was just double that of public elementary schools, while only slightly more private than public secondary schools reported teaching foreign languages (93% compared to 85%). (MSE)

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A NATIONAL PROFILE OF FOREIGN LANGUAGE INSTRUCTION AT THE ELEMENTARY AND SECONDARY SCHOOL LEVELS

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Center for Applied Linguistics
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INTRODUCTION AND HIGHLIGHTS

The role of foreign language education in our schools has been under close public scrutiny during the last decade. Various education commissions, policy groups, states, and local school districts have recommended ways to enhance the teaching of foreign languages in elementary and secondary schools in the United States.

The Center for Language Education and Research (CLEAR), through funding from the U.S. Department of Education, sought to address the issue of the status of foreign language instruction by conducting an in-depth, national survey of elementary and secondary schools. This report analyzes the results of questionnaires completed by principals and foreign language teachers at 1,416 elementary schools and 1,349 secondary schools (with an overall 52% response rate). The respondents represented public and private schools, ranging from pre-school through grade 12, throughout the 50 states and the District of Columbia.

The study had two purposes: (1) to provide a national portrait of foreign language education at the elementary and secondary levels in terms of specific categories, such as public and private schools; and (2) to produce information on foreign language education by states (individual state results are available from the authors). The survey covered five main areas: amount of foreign language instruction, foreign language offerings, foreign language curriculum, teacher qualifications and training, and major problems. Highlights of the study follow in terms of key results and conclusions.

A. Key Results

Whether schools teach foreign language. One fifth (22%) of the elementary schools and 87% of the secondary schools reported teaching foreign languages. Many schools not currently teaching foreign languages said they were interested in doing so.

Student enrollment in foreign language courses. Approximately 42% of elementary schools offering foreign languages reported that *at least half* of their students were enrolled in foreign language classes, compared with 23% of the secondary schools offering foreign languages. Private schools reported having higher proportions of their students enrolled in foreign language classes than did public schools.

Languages taught. The top four languages taught in the elementary schools were Spanish, French, Latin, and German, offered by 68%, 41%, 12%, and 10% of the schools, respectively. Among the secondary schools, the top four languages taught were Spanish (86% of the schools), French (66%), German (28%), and Latin (20%). The less commonly taught languages, such as Russian, Italian, Hebrew, and Greek, tended to be offered at the private elementary and secondary schools.

Program types. Among the 22% of elementary schools that offered foreign language study, the vast majority (86%) of them provided programs aimed at various kinds of introductory exposure to the language, while only 14% offered programs having overall proficiency as one of their goals (immersion and intensive Foreign Language in the Elementary School - FLES). This means that only 3% (14% of 22%) of all U.S. elementary schools offered programs in which the students were likely to attain some degree of communicative competence in foreign languages.

Among the 87% of secondary schools that offered foreign languages, 96% of them reported providing standard foreign language programs covering reading, writing, speaking, and listening skills, although the "communicativeness" of these programs was not assessed. In addition to the regular programs, secondary schools also offered a variety of other programs, ranging from exploratory courses that provided a basic exposure to language and culture (20%), through advanced placement and honors courses (12%), to such courses as conversation only (2%). More private secondary schools offered advanced placement and accelerated/honors foreign language courses than did public secondary schools.

Levels offered and hours per week (secondary schools only). Secondary schools reported offering a wide range of levels ranging from Levels 1 to 6 (ordinarily reflecting the first six years of instruction). Most languages were taught in a non-intensive mode, with secondary schools generally offering only one to five hours per week in most languages.

Class scheduling (elementary schools only). The vast majority (89%) of the the elementary schools that offered foreign languages made room for foreign language study during the regular school day.

Funding sources (elementary schools only). The majority (69%) of elementary schools offering foreign languages mainly used regular school funds to cover salaries, materials, and expenses incurred by their foreign language programs.

Curriculum guidelines. Most of the elementary schools with foreign language programs (64%) reported having an established foreign language curriculum or set of guidelines for their program. This figure rose to 85% at the secondary level.

Teaching Materials. The most frequently used types of foreign language teaching materials at the elementary level were teacher-made materials (used at 86% of the schools), followed by commercially-published textbooks (70%), audiovisual materials (60%), and games (38%). In contrast, the most frequently used types of materials at the secondary level were commercially-published textbooks (used at 95% of the schools), followed by teacher-made materials (89%), audiovisual materials (89%), and games (60%). Computer-assisted foreign language instruction was implemented at only 16% of the elementary schools and 20% of the secondary schools.

Student Activities. Secondary schools with foreign language programs reported that their foreign language students participated in all types of foreign language activities at a much higher rate than foreign language students in elementary schools. For example, 64% of the secondary schools reported that at least some of

their foreign language students went on local language-related field trips, compared with 31% of the elementary schools reporting such an activity for their foreign language students.

Sequencing. Sequencing of foreign language instruction from elementary to secondary levels was a real issue. Thirty-one percent of the elementary schools with foreign language programs reported that because there was no planning ahead for their language students, those students who had studied foreign language in elementary school were placed in Level 1 classes along with students who had no prior contact with the language.

Although the majority of the secondary schools surveyed did not have students who had previously studied languages in elementary school, those that did either placed those students in Level 1 classes (17% of schools) or made other arrangements (26%).

Teacher qualifications. As expected, secondary school foreign language teachers were more highly certified than elementary foreign language teachers. Eighty-one percent of the secondary schools with foreign language programs said that all their foreign language teachers were certified to teach foreign languages at the secondary level, while only 26% of the elementary schools with foreign language programs reported that all their teachers were certified for foreign language teaching at the elementary level. These results reflect the lack of available teacher training and certification programs geared toward the elementary foreign language teacher.

In-service training. Foreign language teachers at approximately half (53%) the elementary schools with foreign language programs had participated in some kind of staff development or in-service training during the past year, compared with foreign language teachers at 69% of the secondary schools with foreign language programs.

Major problems. The most cited problems in foreign language education across both elementary and secondary levels included funding shortages, teacher shortages, shortages of quality materials, lack of an established curriculum

(elementary), inadequate sequencing, poor academic counseling (secondary), and inadequate in-service training.

Overview of state results. Because of the limited number of schools sampled in each state, the state results cannot be generalized to all the schools in the state. Nevertheless, these results may be of interest to the states themselves. According to the schools that responded, the states that have the highest percentage of elementary *and* secondary schools teaching foreign language are New Jersey, New York, and Vermont. The eight states having the highest percentage of **elementary** schools teaching foreign languages are the District of Columbia (46%), Louisiana (43%), New York (39%), California (36%), Massachusetts (36%), Vermont (33%), New Jersey (31%), and Maine (30%). The eight states having the highest percentage of **secondary** schools teaching foreign languages are Arizona, Connecticut, Delaware, South Dakota, and Vermont (all at 100%), Iowa (97%), New York (97%), and New Jersey (96%). (See authors for complete state results.)

B. Conclusion

The profile of foreign language instruction in the United States revealed by the survey shows that foreign language instruction is currently being offered in just over one-fifth of the elementary schools and 87% of the secondary schools that responded to the survey. The percentage of private elementary schools teaching foreign languages (34%) was exactly double that of public elementary schools (17%), while only slightly more private than public secondary schools reported that they taught foreign languages (93% compared to 86%).

Subsequent sections of this report present background information, outline key questions, explain the methodology, describe the results, provide an in-depth discussion of the results, and offer concluding remarks.

BACKGROUND

This background section discusses recent research and policy documents related to foreign language education in the U.S.

A. Research

A comprehensive, national survey of foreign language programs at elementary and secondary levels was needed in order to gain a greater understanding of the patterns of current teaching practices on a country-wide basis. The growing need for a national survey had been discussed by Eddy and Tucker (1980) and the Association to Cure Monolingualism (1983). Rhodes, Tucker, and Clark (1981) specifically suggested that the lack of data on the number and types of foreign language programs in elementary schools was a hindrance to developing a national network of exemplary programs. However, several studies have provided preliminary assessments of the status of language instruction in the U.S.

A national survey of foreign language teaching in U.S. secondary schools was conducted for the American Council on the Teaching of Foreign Languages (ACTFL) by Brickell and Paul (1979). The survey provided results from eight school districts in each of ten states and from 20 teacher training institutions. The focus of the survey was on teacher characteristics, teacher preparation, the supply and demand for foreign language teachers in the 1980's, patterns of pre-service and in-service training, the teaching load of foreign language teachers, and current and anticipated language teaching trends.

Results provided some interesting statistics on how well the teachers were prepared: about 90% had studied a foreign language in high school; a few more than half had master's degrees, and half of the teachers had studied in a foreign country during college. With regards to keeping up their skills, 65% of the teachers reported that they had had in-service training in foreign language methodology within the last five years, and 30% travel abroad every year. Spanish or French levels I or II were the major teaching responsibilities of most teachers. The

distribution of time spent in levels I and II foreign language classrooms was 75% language/linguistics, 20% culture and civilization, and 5% literature.

By examining the current grade levels the teachers were teaching, an expected pattern emerged: very little foreign language instruction was provided in a student's early years, while the amount was gradually increased through his or her high school years. It was concluded that there had been a decline in language instruction in kindergarten through grade 8 during the 1970's. The survey suggested that "the gains which foreign language had made in offering FLES and exploratory programs to elementary and middle/junior high school students seem to have been eroded in recent years."

ACTFL also conducted a limited survey of foreign language teaching in selected secondary schools and described some exemplary programs in *Award-Winning Foreign Language Programs: Prescription for Success* (Sims & Hammond, 1981). The 50 language programs were selected by soliciting nominations from a wide variety of sources across the country. Although this ACTFL survey was more limited in scope than the survey presented in the current report, the program descriptions in the ACTFL survey provided valuable information on "model" programs.

Another survey, conducted by Rhodes, Tucker, and Clark (1981), randomly sampled elementary schools in eight states to determine the extent of foreign language instruction. The states, selected because they were known to have innovative foreign language programs, were California, Illinois, Maryland, Massachusetts, New York, Pennsylvania, Ohio, and Wisconsin. Eighteen percent of the responding public and private elementary schools reported that they taught foreign languages either before, during, or after school. Fifty-two percent of the schools responded that they had never taught foreign language, while 25% reported that they had taught foreign language in the past, but were not currently. The remainder of the respondents (5%) reported that they were considering starting up foreign language classes but did not curently offer them.

A final survey, conducted by the Association to Cure Monolingualism (1983), focused on language instruction in independent schools. The survey was aimed at locating independent schools and teachers with foreign language programs. The survey produced data on independent elementary schools teaching foreign languages

to English-speaking children, and independent secondary schools teaching any of the less commonly taught languages. Approximately 22,000 questionnaires were sent out and an 11% response rate was attained. The languages taught at the responding elementary schools, in order of number of students enrolled in each, were French, Spanish, "other" (predominantly Hebrew, Italian, and Modern Greek), and German. Common concerns among the teachers responding to the survey included: lack of language materials for younger children, lack of qualified teachers, funding difficulties, lack of knowledge about teaching methods, parental resistance to the program, and governmental/bureaucratic interference. The survey directors emphasized that the results were not intended to be of statistical value, since the project was aimed at locating schools and teachers rather than at defining national trends.

B. Policy

A concentrated national priority by the U.S. government on the improvement of foreign language instruction in elementary and secondary schools has emerged in the late 1970's and early 1980's. A number of policy documents have been released in the last decade on the topic of foreign language education. Most have been critical of the sorry state of foreign language education and have called for a strengthening of foreign language offerings at all levels of the U.S. educational system.

One of these major policy documents was *Strength Through Wisdom*, a report to the President from the President's Commission on Foreign Languages and International Studies (1979). This was followed by *A Nation at Risk: The Imperative for Educational Reform*, a report by the National Commission on Excellence in Education (1983), and *Critical Needs in International Education: Recommendations for Action*, a report to the Secretary of Education by the National Advisory Board on International Education Programs (1983).

The *Strength Through Wisdom* report emphasized the necessity of providing greater opportunity to youth for foreign language studies. The prestigious commission that produced this report specifically recommended that such study begin in elementary school and continue throughout students' formal education and beyond.

Concern over the decline in the study of foreign language and cultures was also a hallmark of *A Nation at Risk: The Imperative for Educational Reform*. The study of foreign language and culture was placed alongside the five "basics" of English, mathematics, computer science, social studies, and the natural sciences as a fundamental component of a sound education. The National Commission on Excellence in Education argued that achieving proficiency in a foreign language takes from *four to six years of study* and suggested that this work begin in the elementary grades.

The National Advisory Board on International Education Program, in the 1983 report to the Secretary of Education, emphasized that competence in foreign languages and knowledge of foreign cultures are closely related to our understanding of world affairs. The Board alerted American society to the urgent need to improve our levels of accomplishment in these areas. As stated in that report:

> Our prosperity is now closely tied to external events.... International trade now accounts for 22% of our gross national product, compared with 11% in 1970 and just 5% before the Second World War. One out of five Americans depends on international trade for employment. Every third acre of farmland in the United States is producing for export. Likewise, we now depend on imports for many vital supplies. It is predicted that 12 out of 13 minerals required for a modern industrial society will have to be imported by the year 2000. Technology, trade, the environment and demographic trends are all crucial issues. Each affects our society, which is inextricably linked with developments beyond the water's edge.
>
> Yet our knowledge and understanding of world events is woefully inadequate. Effective communication with the overwhelming majority of the world's population is hampered by our linguistic isolation. The United States remains one of the few countries where students may graduate from a university without studying a foreign language throughout their formal education.
>
> ... Because of our lack of competence in foreign languages, American business stands to lose markets to foreign competition. And, as other countries challenge, and in some cases overtake, our lead in high technology, our scientists, engineers, and technicians are hampered in their access to foreign research and data. Federal government agencies need, but do not insist on, functional competence in foreign languages for political assessment, negotiation, agricultural development, technical assistance projects, and defense. (National Advisory Board on International Education Programs, 1983, pp.3-5)

The report also indicated that, as of 1983, the foreign language enrollment picture was poor:

> Apart from a post-Sputnik surge, foreign language enrollments in high school have steadily declined from their modest peak in 1915 of 36% to a mere 15% in 1980. Many students, especially in schools with large minority enrollments, are not offered the opportunity to learn another language at all. (p. 5).

Furthermore, attrition from foreign language courses was so high that only a fraction--perhaps as low as 1.8%--of those enrolled were still studying the foreign language after two years (p. 6).

Despite these severe problems, the same report noted at least four recent improvements in foreign language education (p. 6). First, foreign language requirements have been reinstated by numerous colleges and universities, reversing a steady decline. (Institutional foreign language requirements have risen from an all-time 1975 low of 8% in U.S. colleges and universities, but have come nowhere near the peak of 85% that existed in 1915.) Second, New York State has taken the lead in elementary-secondary school foreign language requirements by mandating foreign language proficiency for its students. Third, a number of innovative programs have emerged in the U.S. for the teaching of foreign languages. Fourth, foreign language proficiency standards are under development by the foreign language teaching profession.

The report also presented 19 recommendations for action, emphasizing the provision of foreign language education in the elementary school and continuing the study of the same language until a functionally useful level of measured proficiency is reached. Other recommendations centered on elementary-secondary sequencing, university foreign language proficiency requirements, teacher training, teacher reward systems, language skill maintenance programs, integration of foreign language instruction with international studies, and textbook revision.

Based on the research reports and policy statements cited here, a number of key questions were formulated for the current survey. These are presented in the next section.

KEY QUESTIONS

This survey was conducted to assess the status of foreign language teaching at elementary and secondary school levels. Sixteen key questions were addressed and were divided into five categories: amount of foreign language instruction, foreign language offerings, foreign language curriculum, teacher qualifications and training, and major problems. The questions were as follows:

A. Amount of Foreign Language Instruction

1. Do the schools have foreign language instruction?
2. If schools do not currently have foreign language instruction, would they be interested in starting a program?
3. What percentage of the students are enrolled in foreign language classes?

B. Foreign Language Offerings

4. What languages are taught?
5. What types of programs are most common?
6. What levels are offered for each language and how many hours per week do the classes meet? (Secondary schools only)
7. When are the classes taught? (Elementary schools only)
8. What is the funding source for the classes? (Elementary schools only)

C. Foreign Language Curriculum

9. Is there an established foreign language curriculum?
10. What instructional materials are used?
11. How much is the foreign language actually used in the classroom? (Secondary schools only)
12. What activities do foreign language students participate in?
13. What type of sequencing, if any, is planned for the continuation of language study from elementary through secondary school?

D. Teacher Qualifications and Training

14. What are the qualifications of the teachers?

15. Did teachers participate in in-service training or staff development last year? If so, what kind?

E. Major Problems

16. What are the major problems in foreign language instruction?

METHODOLOGY

This section provides an overview of the methodological procedures used in the survey. Information on how the instruments were developed is outlined. Sampling procedures are also explained. The way in which the data were collected is described, as is the resulting demographic profile of respondents. Finally, the data analysis procedures and a breakdown of the response rates are summarized.

A. Instrumentation

Two similar instruments were developed for elementary and secondary levels with variations to reflect the two different levels of instruction. These instruments are reproduced in Appendices C and D. In designing the questionnaires, we used suggestions from key organizations in the field that had conducted related types of surveys (American Council on the Teaching of Foreign Languages, Modern Language Association, and Association to Cure Monolingualism). We also solicited content suggestions from noted foreign language experts as well as ideas on survey design from Market Facts.

The instruments were printed on a four-page folder using a laser printer on the Xerox STAR. The questionnaires were designed for ease of response, with wide margins, easy-to-read type, and space for computer coding. For the most part, close-ended questions (with pre-coded response options) were used, although space was left for open-ended comments.

Content validity of the survey items was assured through several survey reviews, including a formal clinical trial in December 1985, involving 15 elementary and secondary principals, experienced teachers, and foreign language coordinators. These individuals also assured the clarity, appropriateness, and utility of each item and made suggestions for revision. After revision, the instruments were submitted to FEDAC/OMB for approval. The instruments were approved and ready for mailing in October 1986.

The schools included in the study were selected through a stratified random sample from a list of 106,000 public and private schools compiled by Market Data Retrieval in Shelton, Connecticut.

B. Sample

Strata. The strata included public/private and school level (elementary/junior high/senior high/combined). Market Data Retrieval selected the sample based on our specifications and provided us with pressure-sensitive labels addressed to the principal, by name, at each school. The labels were coded by the stratification variables.

Oversampling. As noted earlier, the main purpose of the survey was to obtain national estimates, although a secondary goal was to produce state estimates as well. The original sample design (surveying 5% of all schools) was modified so that state estimates could be obtained, but in such a way that the primary goal of the study, to produce national estimates, was not sacrificed. To obtain state estimates, it was necessary to increase the number of schools sampled in the smaller states. Although this oversampling of smaller states affected the national estimates, it was decided that the compromise was necessary in order to be able to provide state estimates. After consultation with statisticians at WESTAT (Rockville, Maryland), proportional adjustment was accomplished by using a formula for sampling with probability inversely proportionate to the number of schools in the state. Instead of sampling 5% of the schools in each state, the state sample size was set equal to the square root of the number of schools in each state. The result of using this formula was that some of the smaller states were oversampled and some of the larger states were undersampled. Thus, we were provided with data with which we could make both national and state estimates.

Computing proportional adjustments. The Market Facts software for producing tables from survey results allowed proportional adjustment of major cells to universe proportions. Tables (available from authors) showed the proportional adjustments for elementary and secondary schools. The major cells defined on the tables were private and public schools, by state. The effect of these proportional adjustments was that overall survey estimates (across all states) reflected the population of schools by state and school category (private/public).

To illustrate the effect of proportional adjustments, consider a universe consisting of three states with the distribution by state and category as shown in

Table 1. The unadjusted sample estimate of the proportion of private schools would be 36.6 percent (56/153) while the universe percent is 25.5 percent (1,200/4,700). After applying the proportional adjustments, the sample estimate would also be 25.5 percent.

Table 1. Illustration of Effects of Proportional Adjustment on Three States

	Public		Private	
State	Sample	Universe	Sample	Universe
AL	17	300	10	100
CA	45	2,000	24	600
FL	35	1,200	22	500
Total	97	3,500	56	1,200

Limitations of overall estimates after proportional adjustments. As mentioned above, overall sample estimates and estimates by school category produced with the proportional adjustment described above are the estimates that would have been obtained using weighting and a nonresponse adjustment. However, with proportional adjustment, sample estimates for any grouping other than school category would not be the same as those obtained with weighting and nonresponse adjustment. That is, the effect of differential weighting by state and within state by school grade span (elementary/K-12 or senior high/junior high/K-12) would not be fully reflected by using proportional adjustments.

Limitations of state level estimates. State level estimates were not affected by the overall proportional adjustment. Thus, the variability in weights across sampling strata (school control and grade span) were not reflected in the state level estimates. Another notable limitation of state level estimates was that they were based on very small sample sizes. For most states, the sample sizes were too small to produce sample estimates with acceptable reliability (sampling error).

Adjustment of simple random sample standard errors. Standard errors produced following the procedures described above do not reflect the increase in variance due to differential sampling rates between states and sampling strata. The design effects (increase in variance due to differential sampling rates) were computed, and are summarized in Table 2. These effects were used to adjust the sampling errors produced with simple random sampling formulas. That is, the adjusted sampling error is the product of the sampling error computed following the formulae above, and the corresponding design effect (DEFT) shown below in Table 2. For example, if the simple random sample standard error for a given response from elementary schools is 1%, the adjusted standard error is (1%)(1.45)=1.45%.

Table 2. Design Effect Weightings

Type of Estimate	Elementary Sample	Secondary Sample
Overall	1.45	1.27
Public	1.32	1.24
Private	1.40	1.22

C. Data Collection Procedures

The elementary and secondary school foreign language survey was conducted by the Center for Language Education and Research from October 30, 1986 to January 8, 1987. During that time, questionnaires were sent to 2,994 elementary schools and 2,459 secondary schools. Questionnaires were completed by school principals or language teachers in 1,416 elementary schools and 1,349 secondary schools (an overall 52% response rate). The respondents represented public and private schools, ranging from pre-school through grade 12, throughout the 50 states of the U.S. and the District of Columbia.

Each selected school principal was mailed an advance letter on October 14, 1987 (see Appendix A), explaining the significance of the survey and informing him or her that they would be receiving the questionnaire within a week. The questionnaires were mailed the next week with a cover letter (see Appendix B)

restating the purpose of the survey, accompanied by a small incentive to respond (a bright green button saying "Foreign Languages Will Get You Everywhere!"). The principals were asked either to answer the survey themselves or to have a foreign language teacher or foreign language supervisor respond within three weeks. A postage-paid envelope was included for their response. Any principal who had not returned the questionnaire by November 14, 1986, was mailed a second questionaire. Those who still had not responded three weeks after that were put on a list to receive a telephone follow-up call. CLEAR staff contacted approximately 200 schools that had not returned the survey and were able to get the responses over the telephone or send additional copies of the survey instrument where necessary. Ultimately, a 52% response rate was reached.

Background profile. The **elementary** schools that responded ranged from nursery school through grade 8. Twenty-nine percent of the schools included grades K-6 or 1-6, 20% included K-8 or 1-8, 18% included grades K-5 or 1-5, 5% included grades K-3 or 1-3; and 29% did not fit into those categories (and included such variations as nursery school through grade 3, grades 1-4, etc.).

The majority of the responding elementary schools (64%) enrolled 100 to 499 students, while 22% enrolled 500 to 999, 2% enrolled 1,000 or more and 12% enrolled fewer than 100. The mean number of students enrolled in elementary schools was 394.

Four out of ten (41%) of the responding **secondary** schools included grades 9-12, 13% of the schools included grades 7-12, 10% included grades 7-8, 6% included grades 7-9, 6% included grades 10-12, and 23% included other combinations.

Of the responding secondary schools, 42% reported having 100 to 499 students, followed by 30% with 500 to 999 students, 17% with 1,000 to 1,999, 9% with fewer than 100, and 3% with 2,000 or more. The mean number of students enrolled in secondary schools was 671.

The following two tables provide a summary demographic profile of the elementary and secondary schools that responded.

Table 3. Demographic Profile of Responding **Elementary** Schools.

Metro Status			School Type		Public School			Private School			Total
Rural	Sub.	Urb.	Public	Private	Rural	Sub.	Urb.	Rural	Sub.	Urb.	
617	373	359	940	470	473	241	192	144	132	167	1,416

Table 4. Demographic Profile of Responding **Secondary** Schools

Metro Status			School Type		Public School			Private School			Total
Rural	Sub.	Urb.	Public	Private	Rural	Sub.	Urb.	Rural	Sub.	Urb.	
647	342	291	1,033	306	549	267	180	98	75	111	1,349

D. Data Analysis Procedures

CLEAR and Market Facts, Inc., of Chicago, a national survey firm, conducted the data processing and analysis of the study. After assigning code numbers to all surveys and editing each survey for misplaced answers, stray marks, etc., CLEAR sent the surveys to Market Facts. Market Facts supervised the editing, coding, key punching, and verification of the data from all the questionnaires. The final output was a series of computer-generated tables reflecting the results of each question by frequencies and percentages. (For additional data analysis information regarding sample weightings, refer to the description of the sample.)

E. Response Rates

As indicated above, a total of 1,416 elementary surveys and 1,349 secondary surveys were returned. There was a 30% response rate after the first mailing, an overall 45% response after the second mailing, and a final 52% response rate after the follow-up telephone calls were made.

The following table shows additional information concerning the rate of return.

Table 5. Return rates on questionnaires

Stage	Elementary Questionnaire	Secondary Questionnaire	TOTAL
Initial Mailing	2994	2459	5453
Returned unopened or not reachable	25	26	45
Adjusted sample size	2970	2438	5408
Questionnaires received too late to use	9	4	13
First return	869 (29%)	766 (31%)	1635 (30%)
Second return (reminder)	1317 (44%)	1130 (46%)	2447 (45%)
Total return (incl. phone follow-up)	1416 (48%)	1349 (55%)	2765 (52%)

RESULTS

The results are presented under the five major headings outlined in the previous section: amount of foreign language instruction, foreign language offerings, foreign language curriculum, teacher qualifications and training, and major problems. Within each heading, however, more specific questions will be addressed. Results will be presented for elementary and secondary schools as appropriate. (Complete tables of results, along with state results, are available from the authors.)

Note that figures may slightly exceed 100% due to rounding. For a few questions, respondents were allowed to provide multiple responses, and results of these questions therefore usually exceeded 100%.

A. Amount of Foreign Language Instruction

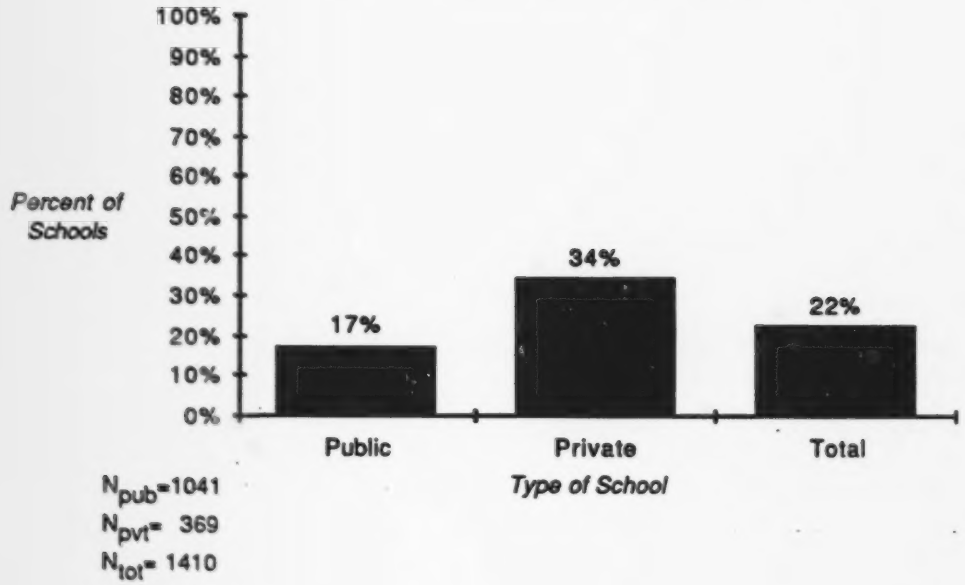
This category, concerning the amount of foreign language instruction, included questions about the proportion of schools teaching foreign languages, the interest level of schools not currently teaching foreign languages, and the size of foreign language enrollments.

Whether schools teach foreign language. Findings of the survey showed that approximately one-fifth (22%) of all responding **elementary** schools offered foreign language classes. The percentage of private schools teaching foreign languages (34%) was exactly double that of public elementary schools (17%). See Figure 1.

Close to 9 out of 10 (87%) of the responding **secondary** schools said they taught foreign languages. Almost three-quarters (72%) of the responding junior high schools taught foreign languages, as compared to 95% of the senior high schools. Slightly more private than public schools responding to the secondary school survey said they taught foreign languages (93% compared to 86%). See Figure 2.

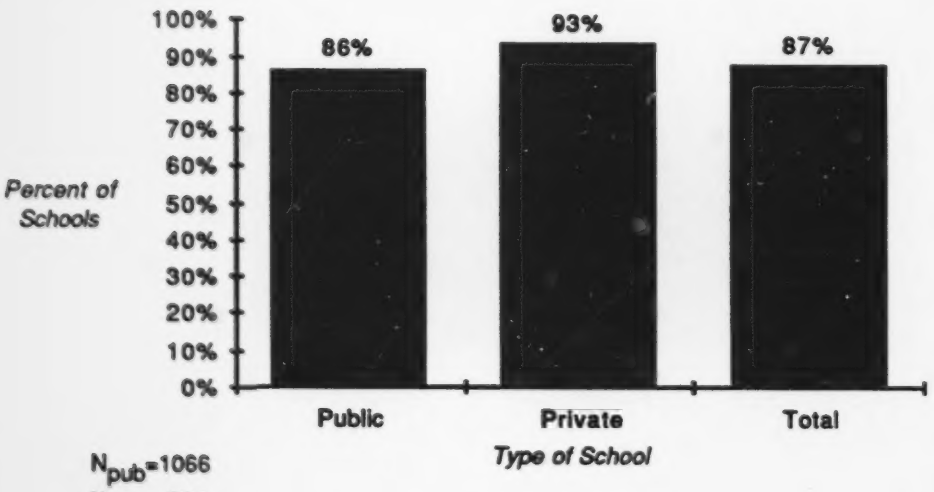
Interest in offering foreign language instruction. Those **elementary** schools that did not teach foreign languages were asked if they would be interested in

Figure 1: Percentage of Elementary Schools Teaching Foreign Languages
(Public, Private, and Total)



N_{pub}=1041
N_{pvt}= 369
N_{tot}= 1410

Figure 2: Percentage of Secondary Schools Teaching Foreign Languages
(Public, Private, and Total)



N_{pub}=1066
N_{pvt}= 284
N_{tot}= 1350

having foreign language instruction at their school. Half of the schools said that they would be interested or might be interested, while the rest said that they were not interested. There was slightly more interest among private elementary schools than public elementary schools in starting a program (55% vs. 48%). The results showed that substantial interest existed in starting foreign language instruction in the early grades. See Figure 3.

At the **secondary** school level, as shown in Figure 4, 69% of schools not currently offering foreign language instruction said they would like to have such instruction in their school, and 31% said they would not. Some very interesting differences occurred between school levels in response to this question. For example, junior high schools that did not currently teach foreign languages reported a fairly strong desire to teach foreign languages (78% of junior highs responded positively to the question). In contrast, only 39% of the senior high schools not currently teaching foreign languages said they were interested in offering foreign language instruction.

The public-private secondary school distinction seemed to have little effect. Almost 70% of the public secondary schools that did not currently teach foreign languages reported a desire to do so, as compared to 67% of the private secondary schools.

Student enrollment in foreign language courses. It should be kept in mind that schools teaching foreign languages did not necessarily provide language instruction to all of their students. In fact, only 42% of the **elementary** schools that taught foreign languages provided foreign language instruction to *at least half* of their students. Only 24% of the public elementary schools that taught foreign languages provided such programs to *at least half* of their students. By contrast, 67% of private elementary schools that offered foreign languages taught those languages to the majority of their students. See Figure 5.

As shown in Figure 6, among the **secondary** schools that offered foreign language programs, only 23% reported that *at least half* of their students were enrolled in foreign language classes. Of the secondary schools offering foreign languages, private secondary schools reported having higher percentages of foreign language enrollments (54% said *at least half* of their students were enrolled in

Figure 3: Percentage of Elementary Schools Not Currently Teaching Foreign Languages, but Interested in Offering Them (Public, Private, and Total)

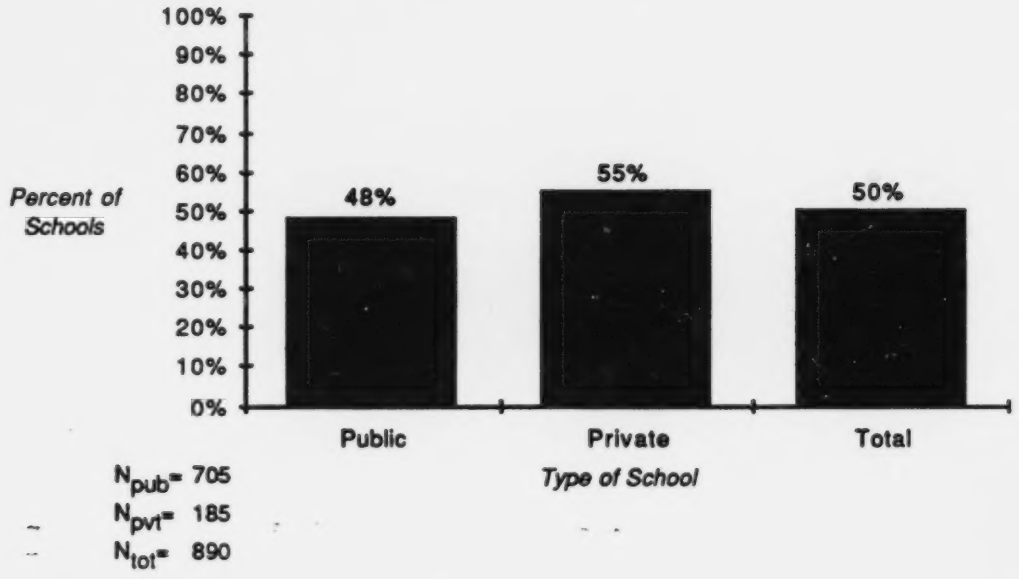


Figure 4: Percentage of Secondary Schools Not Currently Teaching Foreign Languages, but Interested in Offering Them (Public, Private, and Total)

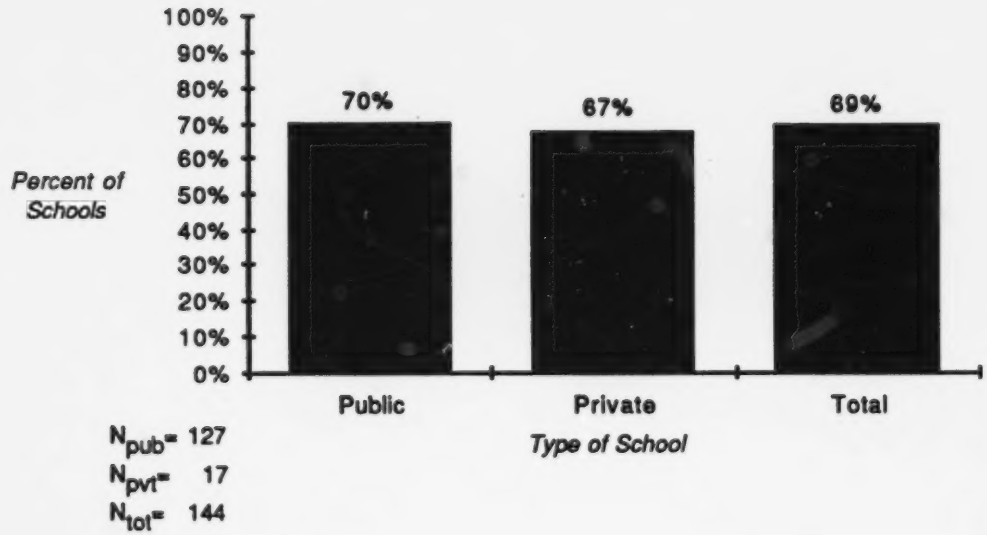
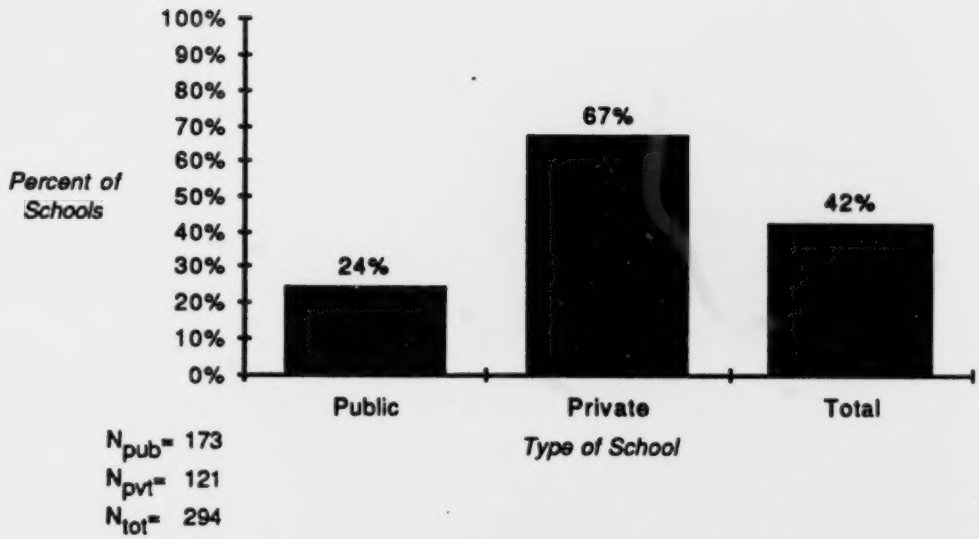
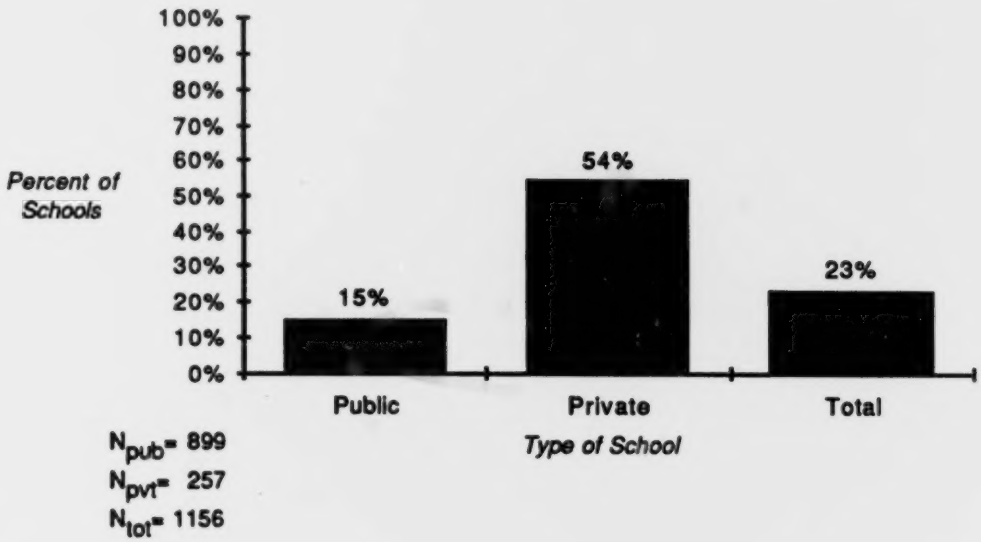


Figure 5: Percentage of Elementary Schools with Foreign Language Programs that Offer Foreign Languages to at Least Half of Their Students
(Public, Private, and Total)



N_{pub}= 173
N_{pvt}= 121
N_{tot}= 294

Figure 6: Percentage of Secondary Schools with Foreign Language Programs that Offer Foreign Languages to at Least Half of Their Students
(Public, Private, and Total)



N_{pub}= 899
N_{pvt}= 257
N_{tot}= 1156

foreign language study) than public secondary schools (15% reported *at least half* of their students were enrolled in foreign language study).

B. Foreign Language Offerings

This section on foreign language offerings covers languages taught, types of programs, levels, hours per week, scheduling, and funding.

Languages taught. Spanish was the language most commonly taught in **elementary** schools (offered by 68% of the elementary schools that had foreign language instruction). Other languages offered at these schools were French (41%); Latin (12%); German (10%); Hebrew (6%); Chinese (3%); Russian (2%); and Spanish for Spanish speakers, Greek, and various American Indian languages (each at 1%). Other languages taught by less than 1% of the elementary schools included Czech, Norwegian, Persian, Portuguese, Sign Language, and Welsh.* See Figure 7.

Nineteen different foreign languages or related courses were reported by the **secondary** school respondents in answer to the question about what languages are taught at their school. See Figure 8. The most frequently taught language in secondary schools was Spanish (86% of the secondary schools with foreign language instruction reported teaching this language), followed by French (66%), German (28%), and Latin (20%). Less commonly taught languages in secondary schools included Italian (3%), Russian (2%), Hebrew (2%), Japanese (1%), Sign Language (1%), and Greek (1%). Less than 1% of the secondary schools reported teaching each of the following: Chinese, Hawaiian, Spanish for Spanish Speakers, Portuguese, Icelandic, Czech, Haitian Creole, American Indian (Lakota, Aleut, and Ojibway), and foreign-language-related courses. In general, private secondary schools tended to be the ones to offer the less commonly taught languages.

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*The relative order of languages most commonly taught has remained fairly constant since a 1981 survey (Rhodes, Tucker, and Clark, 1981), but the number of languages taught at individual schools has increased. Six years ago, most elementary language programs involved only one language, while today many schools offer more than one language. See Discussion section for comparison of the 1981 survey with the current survey.

Figure 7: Percentage of Elementary Schools with Foreign Language Programs that Teach Various Languages

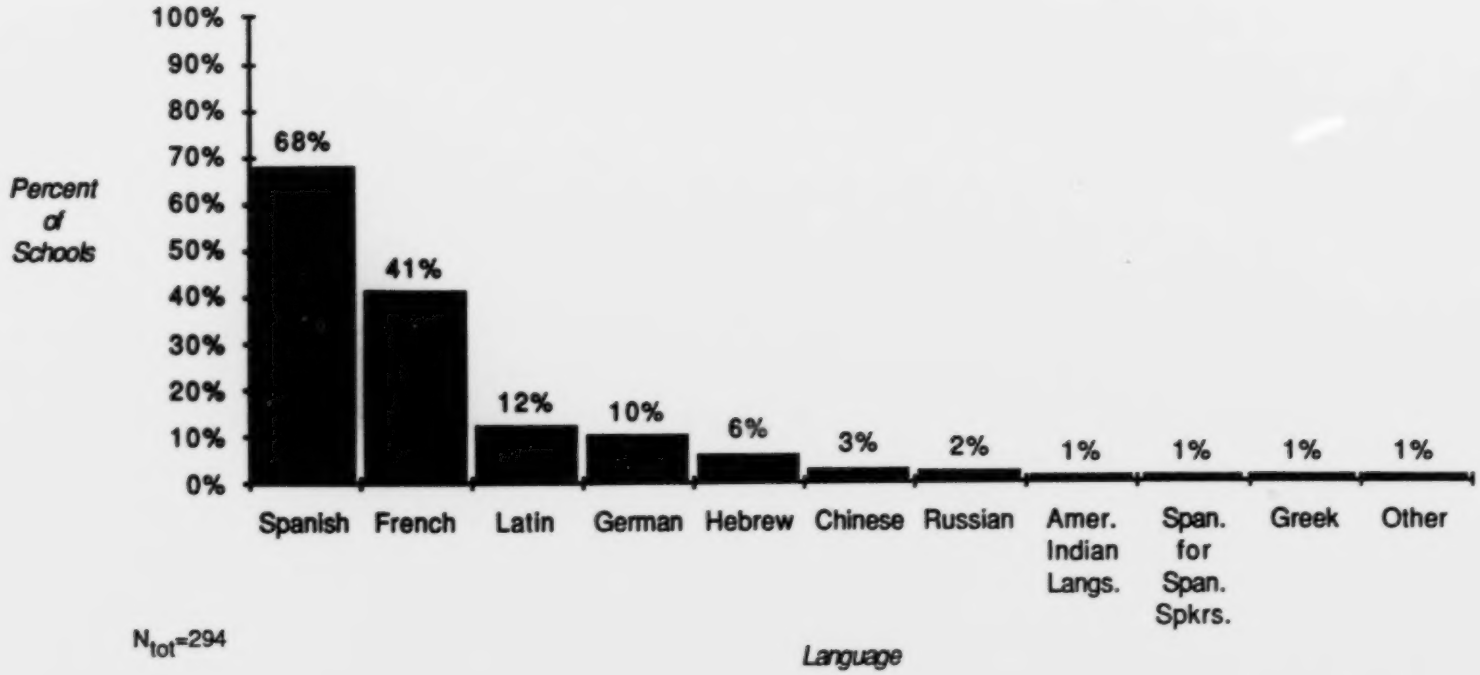
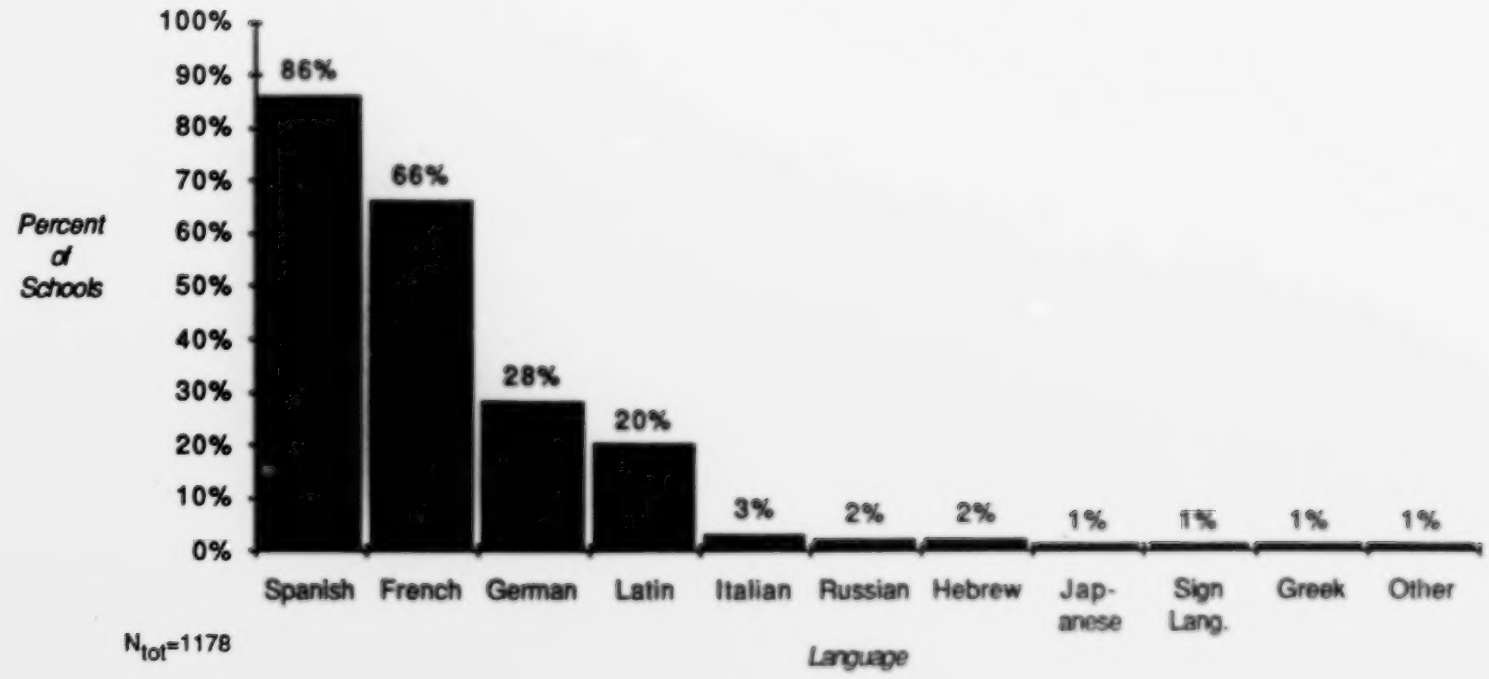


Figure 8: Percentage of Secondary Schools with Foreign Language Programs that Teach Various Languages

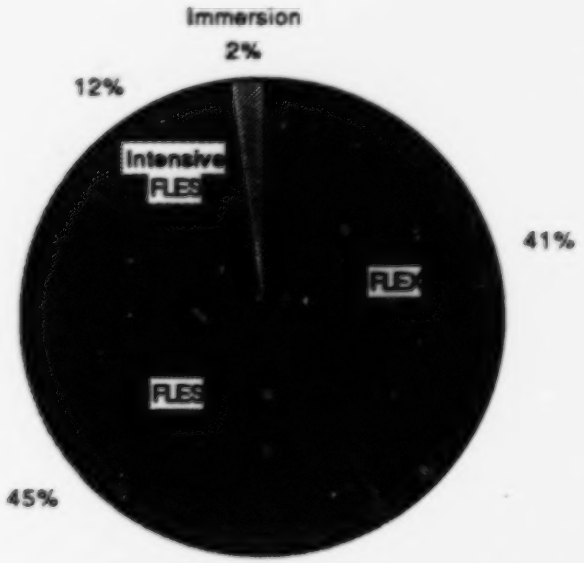


Program types - elementary schools. Respondents were asked to characterize their **elementary** programs as one of four types: foreign language experience (FLEX), foreign language in the elementary school (FLES), intensive FLES, or partial/total immersion. Definitions of these program types (as included on the survey instrument) follow.

> *Foreign Language Experience (FLEX)* - The goals of this program are to get general exposure to language and culture, learn basic words and phrases, and develop an interest in foreign language for future language study. The aim is not fluency, but rather exposure to other language(s) and culture(s).
>
> *Foreign Language in the Elementary School (FLES)* - The goals of this program are to acquire listening and speaking skills, gain an understanding and appreciation for other cultures, and acquire limited amounts of reading and writing skills. Lessons in early grades center around greetings, colors, numbers, food, days of the week, etc.; and conversation focuses on topics children are familiar with, e.g., family, pets, school. The teacher in this type of program may speak some English in the class.
>
> *Intensive FLES* - The goals of this program are the same goals as in the above program but there is more exposure to the foreign language. This greater exposure includes language classes taught *only* in the foreign language or the foreign language being reinforced in other classes. There is coordination between foreign language teachers and other teachers so that language concepts are carried over into the regular curriculum.
>
> *Immersion* - The goals of this program are to be able to communicate in the language almost as well as a native speaker of the same age and acquire an understanding of and appreciation for other cultures. At least 50% of the school day is taught *in* the foreign language, including such subjects as arithmetic, science, social studies, and language arts.

Nearly half the elementary schools offering language instruction (45%) had FLES programs, 41% had FLEX, 12% had intensive FLES, and 2% had immersion programs. See Figure 9. These results show that the vast majority of schools offered programs that aimed at various kinds of introductory exposure to the language (FLEX and FLES), while only 14% of them offered programs having overall proficiency as one of their goals (intensive FLES and immersion). This information should be kept in mind when evaluating the amount of foreign language

Figure 9: Percentage of Elementary Schools with Foreign Language Programs Offering Various Program Types*



*See results section for definitions of program types.

N_{tot}=307

instruction across the country. Even though one-fifth of elementary schools offered foreign languages, only 14% of that one-fifth (3% overall) offered a program in which the students were likely to attain some degree of communicative competence in the language.

Program types - secondary schools. As shown in Figure 10, almost all (96%) of the **secondary** schools with language programs reported offering standard foreign language classes (reading, writing, speaking, and listening), while 20% reported giving exploratory courses (general exposure to one or more languages and cultures), 12% reported advanced placement, 12% honors or accelerated courses (other than advanced placement), 4% conversation only, 4% literature only, 4% language for native speakers, 2% regular subjects taught in the foreign language, and 2% other kinds of foreign language courses.

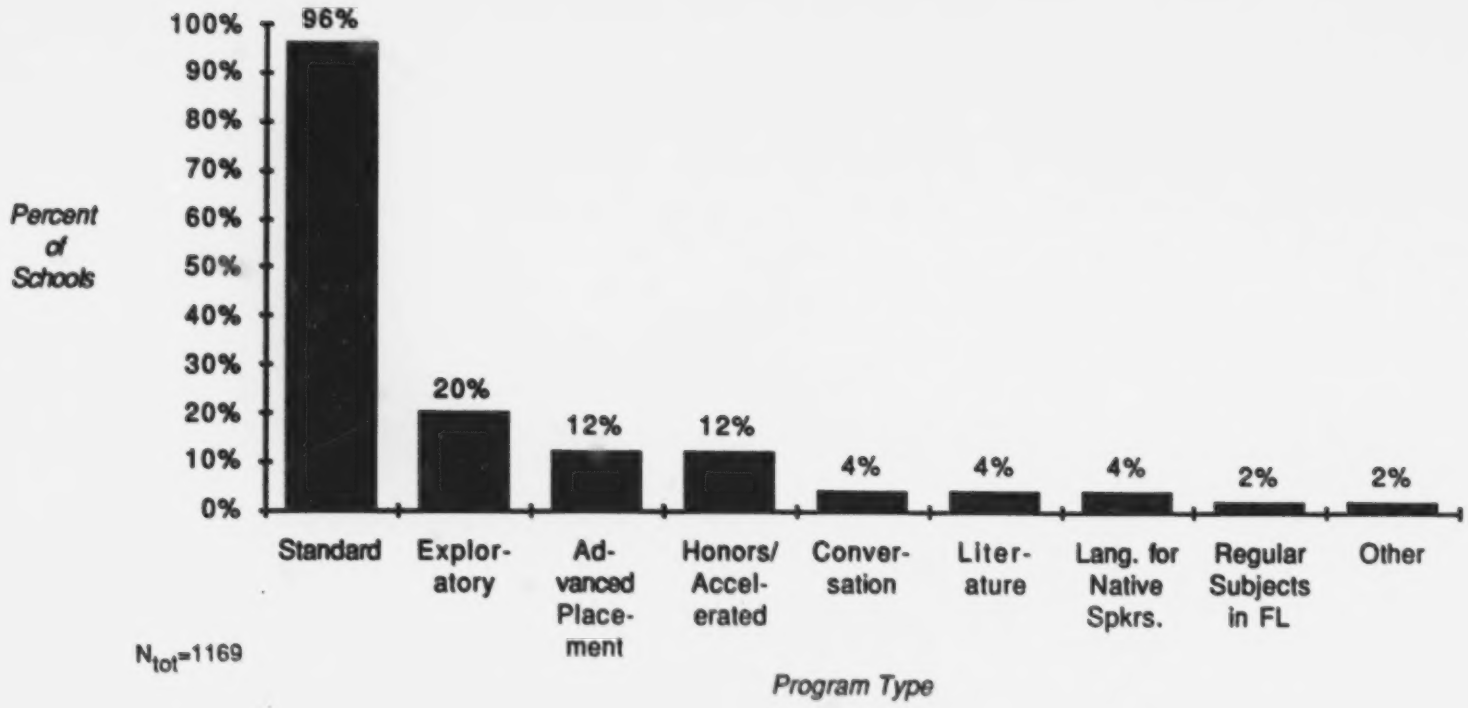
Interestingly, more private schools offered advanced placement (20%) than did public schools (10%). Similar results were found for honors/accelerated courses, with 19% of the private schools and 10% of the public schools reporting such courses. Exploratory courses were more often taught in junior high schools (44%) than in senior high schools (12%).

Levels offered and hours per week (secondary schools only). The questions of level and hours per week are reported for secondary schools but not for elementary schools. Because of the types of programs offered, the level and hours questions are more pertinent to secondary schools.

There was a wide range of levels, ordinarily reflecting the number of years of instruction, offered in most languages in the secondary schools. Levels generally ranged from Level 1 to Level 4, with some going up to Level 5 or 6 (plus advanced placement in a few languages).

In examining the number of hours per week given to secondary school foreign language instruction, we found that almost all schools offered only one to five hours per week. Chinese, Hebrew, Sign Language, and Greek programs were somewhat more intensive than programs in the other languages. For example, 20% of the respondents offering Chinese said they offered this language for more than five hours per week; 20% of the schools offering Hebrew reported ten or more hours per

Figure 10: Percentage of Secondary Schools with Foreign Language Programs Offering Various Program Types



week; 22% of the schools offering Sign Language reported more than five hours per week; and 42% of the schools offering Greek said they offered more than five hours per week.

Class scheduling (elementary schools only). Although it is often difficult to fit foreign language classes into the already crowded elementary school curriculum, the vast majority (89%) of elementary schools that offered foreign languages were indeed making room for foreign language study during the school day. The rest of the elementary schools offered classes before or after regular school hours or on weekends. Private schools tended to have slightly more success than public schools in integrating the classes into the school day schedule (94% vs. 86% for public schools). See Figure 11. This question was not asked of secondary schools, which do not typically have a problem scheduling foreign language classes.

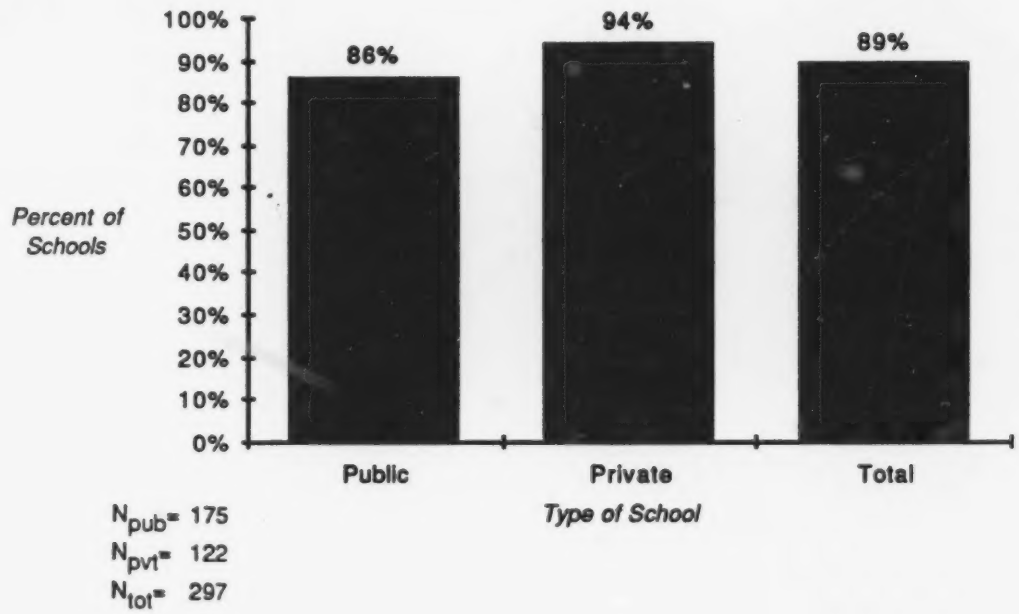
Funding sources (elementary schools only). How do the elementary schools pay for their foreign language classes? The majority (69%) of elementary schools offering foreign languages used regular school funds to cover salaries, materials, and expenses incurred by teachers. Naturally, private elementary schools (53%) relied on tuition paid by parents more than did the public elementary schools (5%). Public elementary schools had more support from federal and state grants than did private elementary schools (23% vs. 3%), while private elementary schools had slightly more support from parent- teacher associations (9% vs. 3%). See Table 6.

Secondary schools were not asked this question; it was assumed that they tended to rely on regular school funds rather than the special funding that elementary schools often used for foreign language programs.

Table 6. Funding Sources for Elementary School Foreign Language Programs

Funding Source	Public	Private	Total N_{tot}= 293
Regular school funds	74%	63%	69%
Tuition paid by parents	5%	53%	25%
Federal or state grant	23%	3%	14%
Parent-teacher associations	3%	9%	5%
Other	8%	7%	8%

Figure 11: Percentage of Elementary Schools with Foreign Language Programs that Teach Foreign Languages During the School Day (Public, Private, and Total)



C. Foreign Language Curriculum

Questions on foreign language curriculum focussed on curriculum guidelines, materials, activities, and sequencing (articulation).

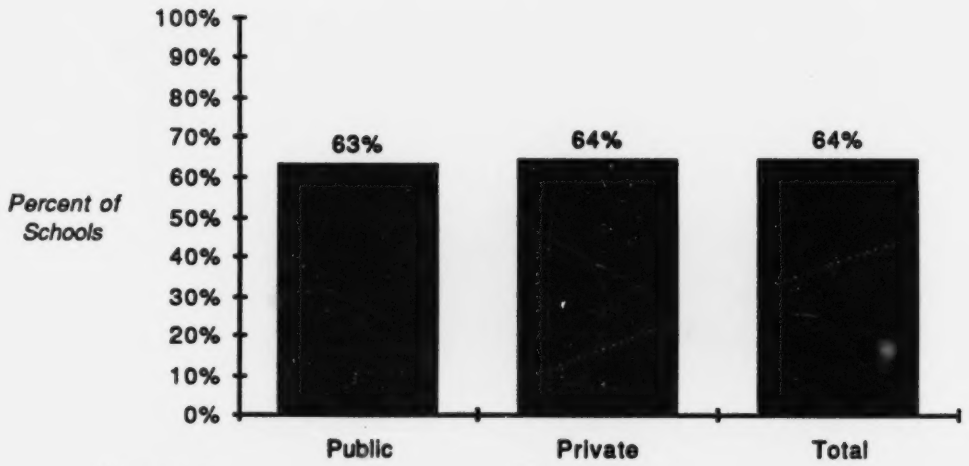
Established curriculum guidelines. Is there an established foreign language curriculum for these programs? Sixty-four percent of the **elementary** schools responded that they had an established foreign language curriculum or set of guidelines for their program, and 36% reported they they did not. There was almost no difference in responses between public and private elementary schools. See Figure 12.

Of the responding **secondary** schools, as indicated in Figure 13, a very high proportion (85%) said they had an established foreign language curriculum or set of guidelines. No major differences were found for school types (86% of public secondary schools had an established curriculum, while 83% of private secondary schools did). See Figure 13.

Materials. An open-ended question that allowed multiple responses focussed on materials. As shown in Table 7, when asked to identify the types of instructional materials used, 84% of the **elementary** schools with language programs cited teacher-made materials, 70% mentioned commercially published textbooks/workbooks, 60% audiovisual materials, 38% commercially made foreign language games, 14% computer-assisted instructional materials, and 8% cited other types of material. There were no large public - private differences among elementary schools.

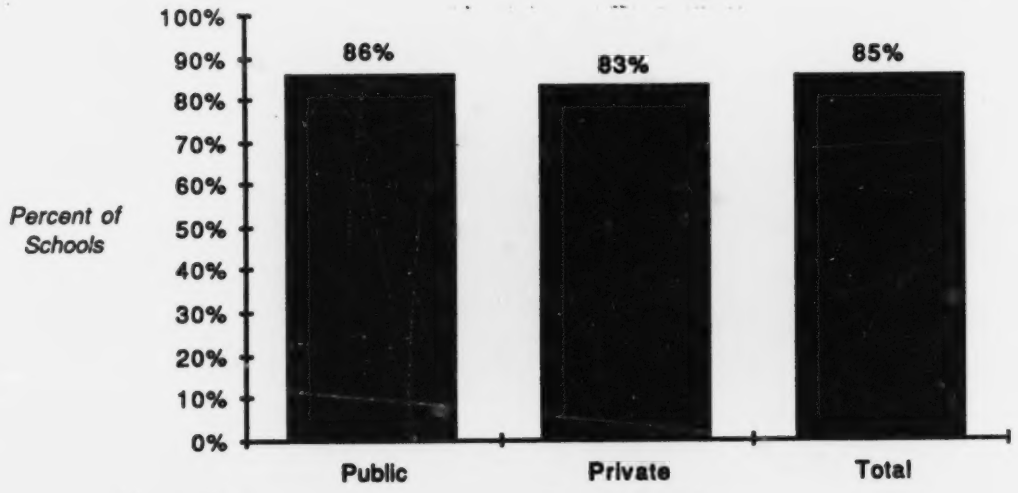
Almost all (95%) of the **secondary** schools with foreign language programs reported using commercially published textbooks or workbooks for their foreign language classes, as reflected in Table 7. An almost as high proportion, 89%, of the responding secondary schools reported using teacher-made materials. The same percentage, 89%, used audiovisual media, such as films, filmstrips, slides, videotapes, and records. Six out of ten (60%) of these secondary schools reported using commercially made foreign language games. The use of computer-assisted instruction was reported by only 20% of the secondary schools. Eleven percent reported using other kinds of materials. The only large public - private secondary

Figure 12: Percentage of Elementary Schools with Foreign Language Programs That Have Established Curriculum Guidelines (Public, Private, and Total)



N_{pub}= 169
N_{pvt}= 119
N_{tot}= 288

Figure 13: Percentage of Secondary Schools with Foreign Language Programs That Have Established Foreign Language Curriculum Guidelines (Public, Private, and Total)



N_{pub}= 903
N_{pvt}= 259
N_{tot}= 1162

school differences occurred for games (63% of the public schools and 47% of the private schools) and computer-assisted foreign language instruction (22% vs. 12%).

Table 7. Percentage of Schools Using Various Types of Instructional Materials

Type of Material	Elementary	Secondary
	N_{tot}= 286 % of Schools	N_{tot}= 1168
Teacher-made materials	84%	89%
Commercially published textbooks/workbooks	70%	95%
Films, filmstrips, slides, videotapes, records, audiotapes	60%	89%
Commercially made foreign language games (e.g., Lotto, Scrabble, etc.)	38%	60%
Computer-assisted instructional materials	14%	20%
Other	8%	11%

Foreign language use in the classroom (secondary schools only). The question concerning amount of foreign language spoken in the classroom was asked only of the secondary schools. Over a fourth (28%) of the secondary school respondents reported that the foreign language was used in the classroom less than half the time, 54% reported that it was used 50% to 74% of the time, and 18% reported that it was used 75% to 100% of the time. No notable differences were found for any school types.

Student activities. The question on student activities allowed for multiple responses. As shown in Table 8, students at **elementary** schools with foreign language programs participated in: local field trips to foreign language plays, festivals, or cultural events (31%); pen pal exchanges (21%); local, state, or national foreign language contests or awards programs (11%); trips to other countries during the summer or school year (8%); language camps (5%); and study abroad programs (5%). However, 51% of the elementary schools did not incorporate any of the above-mentioned activities into their foreign language program. (Nine percent of the schools mentioned other activities.) There were no major differences in student activities between public and private elementary schools.

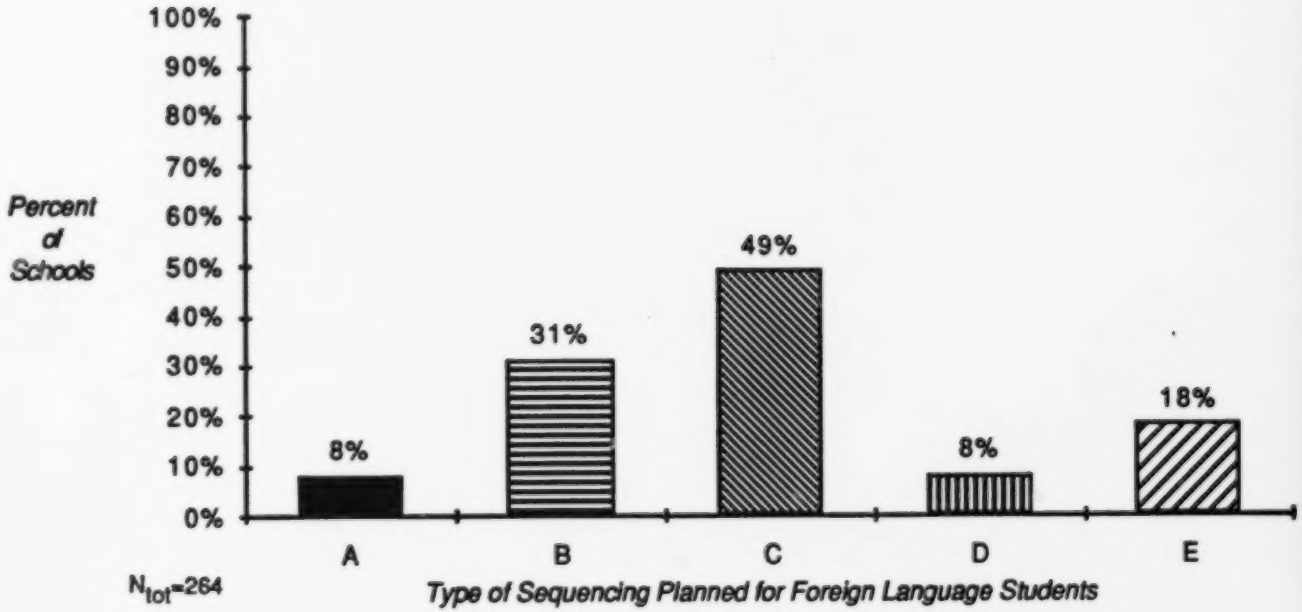
Over six out of ten (64%) of the **secondary** schools reported students participating in local field trips to foreign language plays, festivals, or cultural events. More than four out of ten (45%) of the secondary schools had students participating in pen pal activities in the foreign language. Four out of ten (38%) of the secondary schools said their students took part in local, state, or national foreign language contests or awards programs. After contests and awards came school-sponsored trips to foreign countries during the summer or the school year, with 39% of responding secondary schools reporting such trips. Other secondary school activities included international student exchange programs (23%), language camps (weekend retreats or week- or month-long camps) (11%). Other types of activities totaled 7%. Fifteen percent of the secondary schools reported that their students participated in *none* of the activities mentioned above. The biggest public-private difference at the secondary level was for pen pal activities, with 7% of the public schools and 33% of the private schools participating.

Table 8. Percentage of Schools Having Student Participation in Foreign Language Activities

Activity	Elementary	Secondary
	N_{tot}= 285	% of Schools N_{tot}= 1149
Local field trips to foreign language plays, festivals, or cultural events	31%	64%
Pen pal activities	21%	45%
Local, state, national foreign language contests or awards programs	11%	38%
School-sponsored trips to foreign countries during summer or school year	8%	39%
Language camps	5%	11%
Student exchange programs for study abroad	5%	23%
None of the above	51%	15%
Other	9%	7%

Sequencing. An important component of any foreign language program is the long-range planning for continuation of instruction from elementary school through junior high and high school. Thirty-one percent of the **elementary** schools with foreign language programs, as shown in Figure 14, reported that students who had previously studied foreign language in elementary school were

Figure 14: Percentage of Elementary Schools with Foreign Language Programs Reporting Various Sequencing Patterns for Language Instruction from Elementary through Secondary School



- A: No foreign language instruction in junior high/middle school or high school in the school district.
- B: Students who had studied foreign language in elementary school are placed in Level One foreign language classes along with students who had had no prior contact with the language.
- C: Students who had studied a foreign language in elementary school could enroll in more advanced classes, which may or may not have been designed to accommodate their prior level.
- D: These students could enroll in some subject matter courses taught in the foreign language.
- E: Other

placed in Level 1 foreign language classes along with students who had had no prior contact with the language. Forty-nine percent reported that students who had studied a foreign language in elementary school could enroll in more advanced classes, which may or may not have been designed to accommodate their prior level. Eight percent reported that these students could enroll in some subject matter courses taught in the foreign language. Eight percent of the schools reported no foreign language instruction in junior high/middle school or high school in the school district, so lack of sequencing was certainly an issue in those cases.

Among the 18% of schools that selected the "other" option, some said that their programs were relatively new and that with each new class they were adding an additional grade level. Others mentioned a gap of two years (from 6th to 8th grade) between elementary and high school in which students could not take a foreign language. Still others mentioned that the same foreign language offered in elementary school was not continued in the high school, and that a new language was offered. There were no significant differences between public and private elementary schools for this question.

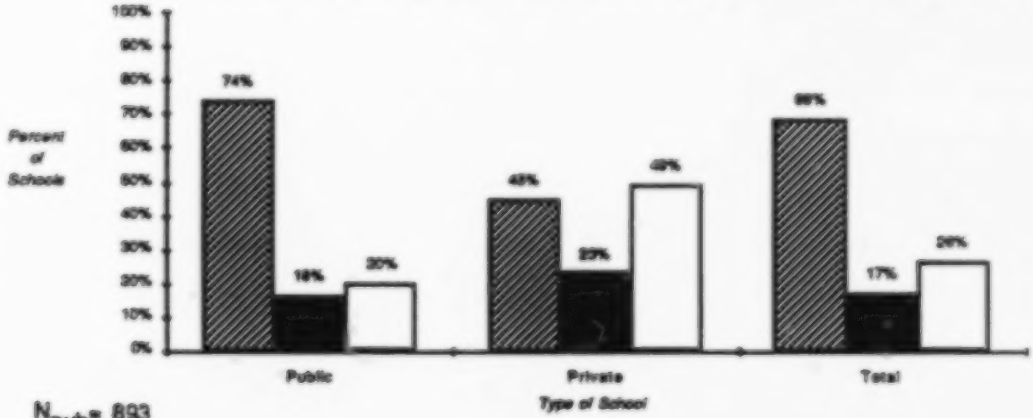
Among responding **secondary** schools with language instruction (see Figure 15), 68% said sequencing was not an issue because there was no foreign language instruction in elementary schools in their district. About one-sixth (17%) of the secondary respondents reported that students who had studied a foreign language in the elementary school were later placed in Level 1 foreign language classes along with students who had had no prior contact with the language. One-quarter (26%) of all secondary respondents said they had other sequencing patterns.

Public secondary schools showed similar percentages to all secondary schools: 74% (no elementary programs, so no sequencing), 16% (Level 1), and 20% (other). In contrast, private secondary schools had quite different percentages, with 45% reporting no elementary program, 23% offering sequencing into Level 1, and 49% using other sequencing patterns.

D. Teacher Qualification and Training

Questions on teacher qualifications and training included certification, native speaking ability, and in-service training.

Figure 15: Percentage of Secondary Schools with Foreign Language Programs Reporting Various Sequencing Patterns for Language Instruction from Elementary through Secondary School (Public, Private, and Total)



N_{pub}= 893
N_{pvt}= 250
N_{tot}= 1143

No sequencing because no elementary program

Students must enroll in Level One classes

Other

Teaching certification. At the **elementary** level,* 26% of the schools with foreign language programs reported that all of their teachers were certified for foreign language teaching at the elementary school, as shown in Figure 16. Another 26% reported that most or some of their teachers were certified and 48% reported that none were certified. Among public elementary schools, 30% said all were certified, 24% said most or some, and 46% said none. Among private schools, 19% said all, 30% said most or some, and 51% said none. These results show that private elementary schools had, in general, fewer teachers certified specifically for foreign language teaching.

When asked how many of their elementary foreign language teachers had secondary certification for foreign language (that is, they were foreign-language certified but at an *inappropriate* level), 37% of elementary schools reported that all their teachers did, 25% reported most or some, and 38% reported none. There were no major differences between public and private elementary schools in this regard.

At the elementary level, as shown in Figure 17, 36% said that all their teachers were certified for elementary school teaching but not specifically for foreign language teaching, 30% said most or some, and 34% said none.

When asked about the use of non-traditional and uncertified types of foreign language instructors, 9% of the elementary schools reported using high school or college students to teach the classes, while 10% of the schools said they used adult volunteers from the community. (This question was not asked of secondary schools.)

Of the **secondary** schools with foreign language programs, as shown in Figure 18, 81% said that all their foreign language teachers were certified to teach foreign languages, 14% said most or some were so certified, and 6% said none were

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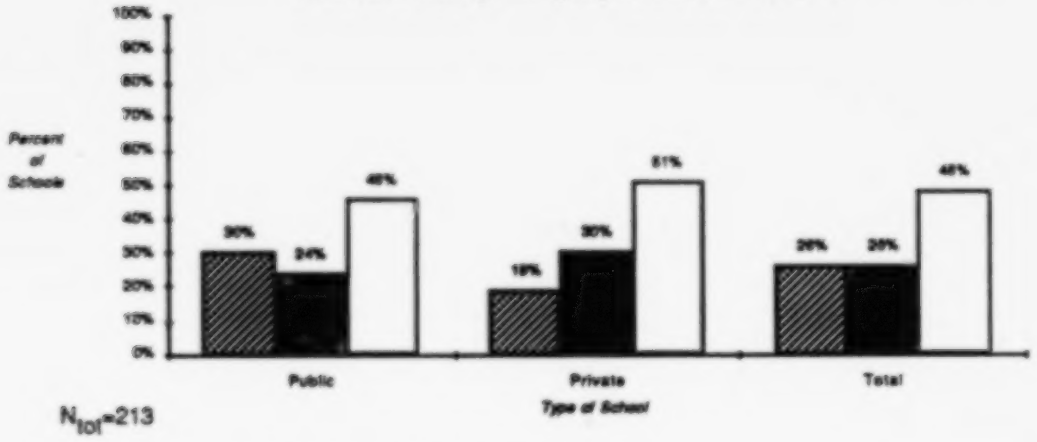
*Note: When interpreting the information on teacher certification at the *elementary level* only, two caveats are in order. 1) In some cases, there may be only one or two foreign language teachers in a school, so when a school reported that "all" their teachers were certified, a wide range of numbers of teachers could be included; and 2) the teacher certification options on the questionnaire were not mutually exclusive, e.g., teachers could be certified for foreign language teaching at both elementary and secondary levels but could still be teaching in the elementary school.

Figure 16: Percentage of Elementary Schools with Foreign Language Programs That Have Foreign Language Certified Teachers

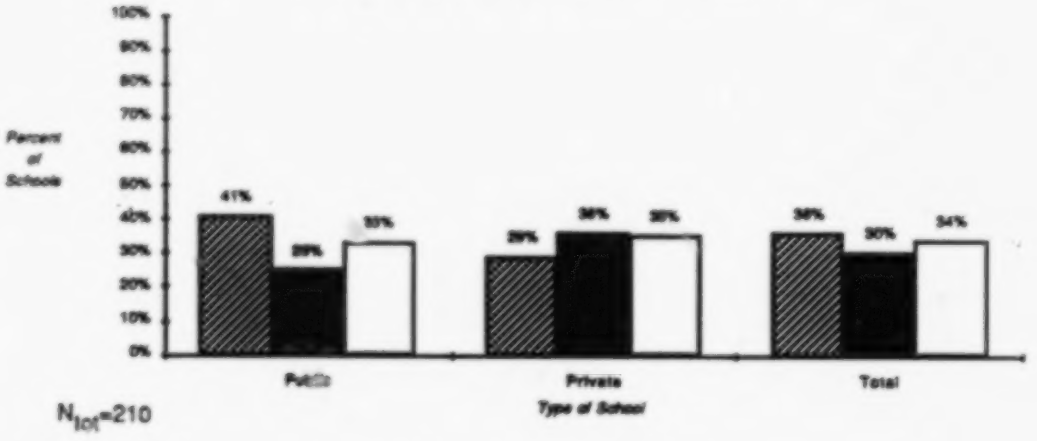


N_{tot}=213

Number of Foreign Language Certified Teachers:

- All
- Some or Most
- None

Figure 17: Percentage of Elementary Schools with Foreign Language Programs That Have Foreign Language Teachers Certified for Elementary Teaching, but Not for Foreign Language Teaching

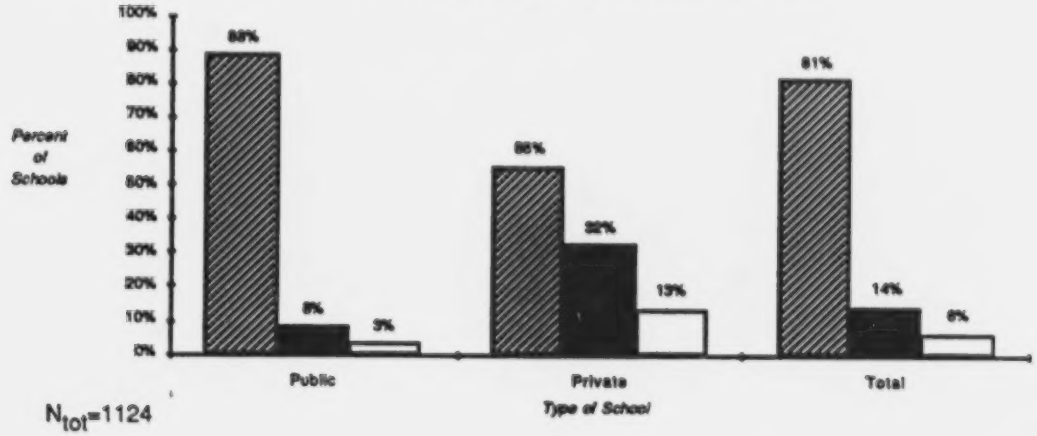


N_{tot}=210

Number of Teachers:

- All
- Some or Most
- None

Figure 18: Percentage of Secondary Schools with Foreign Language Programs that Have Foreign Language Certified Teachers

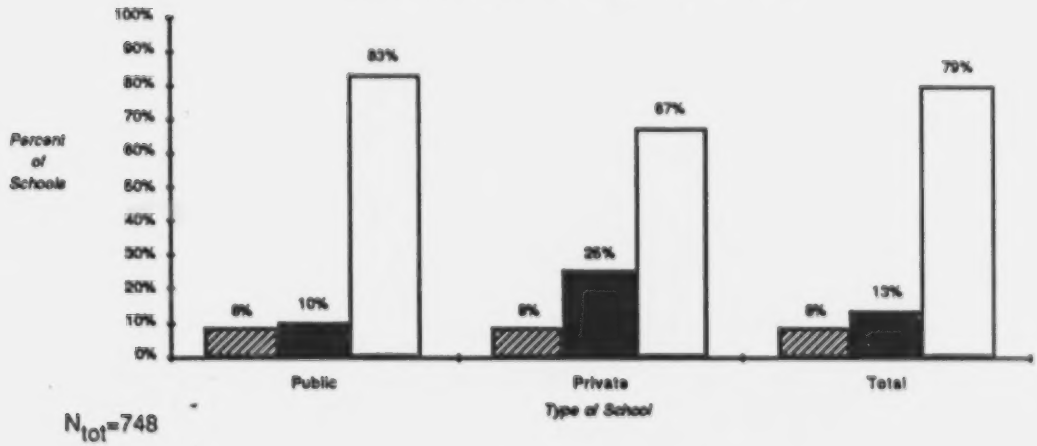


N_{tot}=1124

Number of Foreign Language Certified Teachers:

- All
- Some or Most
- None

Figure 19: Percentage of Secondary Schools with Foreign Language Programs That Have Foreign Language Teachers Certified for Secondary Teaching, but Not for Foreign Language Teaching



N_{tot}=748

Number of Teachers:

- All
- Some or Most
- None

so certified. (Note: These teachers may have had other secondary certifications as well.) Among public secondary schools, 88% said all their teachers had foreign language certification, 8% said most or some, and 3% said none. Among private schools, 55% responded that all their teachers had foreign language certification, 32% said most or some, and 13% said none. Thus we can see that private secondary schools had lower foreign language certification figures than public secondary schools.

Among the secondary schools, as shown in Figure 19, 8% said that all of their foreign language teachers were certified for secondary teaching but not for foreign language teaching, 13% said that some or most of their foreign language teachers were so certified, and 79% said that none of their foreign language teachers were so certified. There were some differences in pattern between public and private secondary schools, however, with private secondary schools having (in general) smaller percentages of foreign language teachers certified for secondary teaching but not for foreign language teaching. Among public secondary schools, 8% reported that all their foreign language teachers were certified for secondary teaching but not for foreign language teaching, 10% said some or most, and 83% said none. Among private secondary schools, 8% responded that all their foreign language teachers were so certified, 25% said some or most, and 67% said none.

Native speaking foreign language teachers. At the elementary level, 25% of the schools with foreign language programs reported that all their foreign language teachers were native speakers, 32% reported that most or some were native speakers, and 44% reported that none were native speakers. More private than public schools used native speakers: 32% vs. 19% reported all, 36% vs. 28% reported most or some, and 32% vs. 53% reported none were native speakers. See Figure 20.

Very few secondary schools reported having substantial numbers of native speaking foreign language teachers. Of the secondary schools, 8% said that all their foreign language teachers were native speakers, 30% said some or most, and 63% said none. Among public secondary schools, 7% reported that all of their foreign language teachers were native speakers, 26% said some or most, and 67% said

Figure 20: Percentage of Elementary Schools with Foreign Language Programs That Have Native Speaking Foreign Language Teachers (Public, Private, and Total)

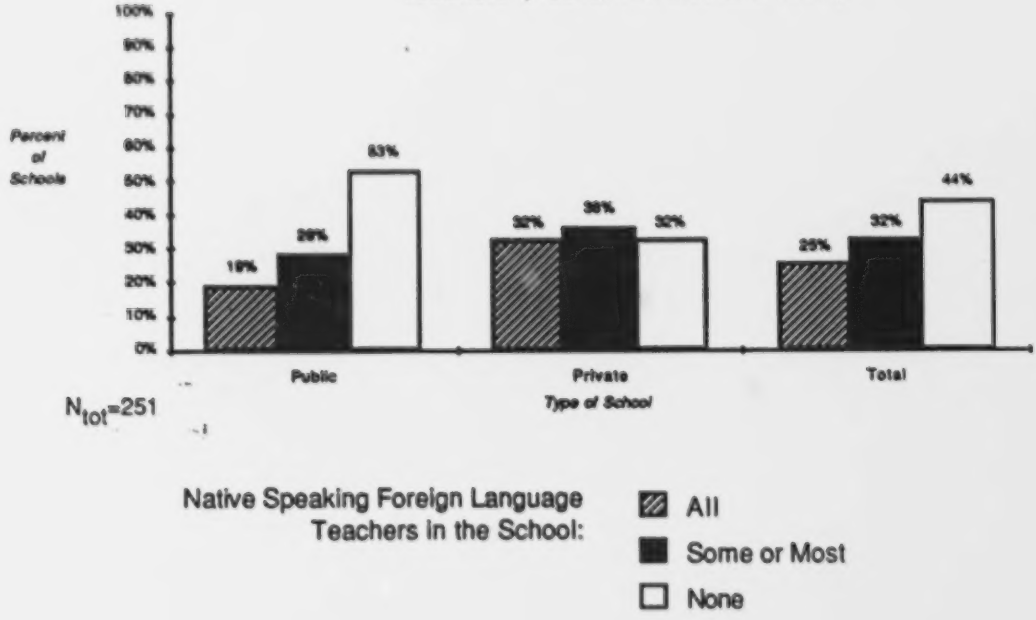
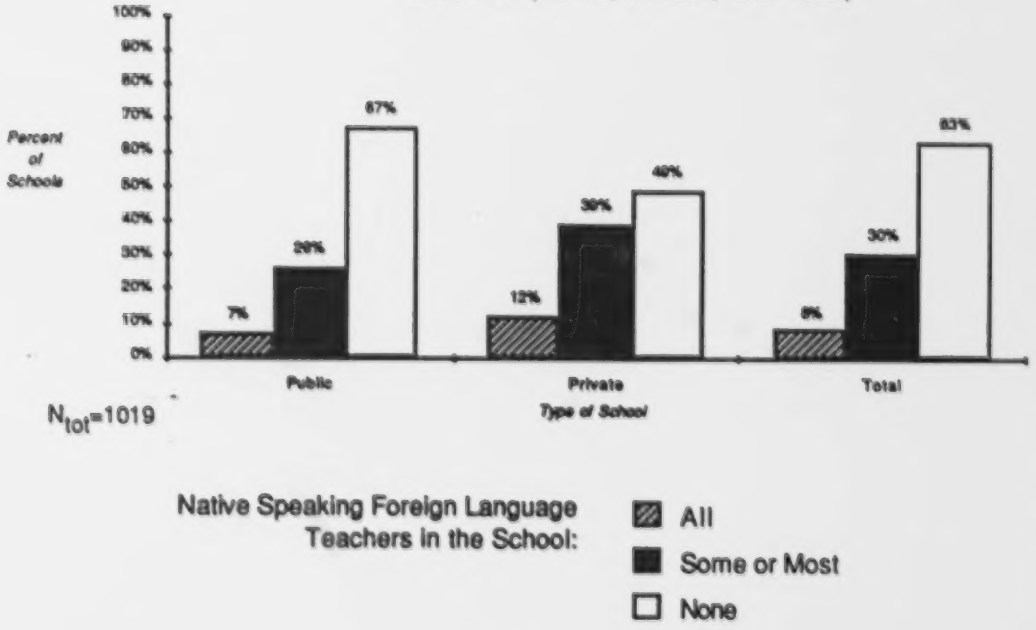


Figure 21: Percentage of Secondary Schools with Foreign Language Programs That Have Native Speaking Foreign Language Teachers (Public, Private, and Total)



none. Among private secondary schools, 12% said all, 39% said some or most, and 49% said none. See Figure 21.

In-service training. The question on in-service training asked whether foreign language teachers had participated in staff development or in-service teacher training programs during the previous year, and if so, what kind.

As shown in Figure 22, foreign language teachers at approximately half (53%) of the **elementary** schools had participated in some type of staff development or in-service training during the past year. More teachers at public elementary schools (60%) than private elementary schools (42%) had participated.

Figure 23 shows that 48% of the elementary schools said their teachers had received instruction in methodology, 34% reported that their teachers had received language training to improve their language proficiency, 17% said their teachers had spent time observing "master teachers," and 13% mentioned that their teachers had spent time doing student teaching. Fifty-three percent mentioned attendance at workshops, while 42% of the elementary schools said some of their teachers had attended a local, regional, or national language conference within the last year. Twenty-two percent of the elementary schools mentioned other types of teacher in-service training. For each type of training, public elementary school teachers participated more than private elementary school teachers, with the exception of workshops (61% of private schools participated vs. 49% of public schools).

As shown in Figure 24, two-thirds (69%) of the **secondary** schools reported that foreign language teachers had participated in some type of staff development or in-service training. Public and private secondary schools were similar, at 69% and 66%, respectively.

Types of training in which secondary teachers had participated was quite varied, as indicated in Figure 25. Two types of training were very popular: workshops (63%) and language conferences (61%). Instruction in methodology was cited by 30% of the responding secondary schools. Training in the language itself had been done by teachers in 16% of the secondary schools. One out of nine (11%) of the secondary schools reported their teachers had been trained through observing "master teachers." Student teaching was reported as a training mode by 6%. Other types of teacher training took place in 27% of the responding schools.

Figure 22: Percentage of Elementary Schools with Foreign Language Programs That Have Foreign Language Teachers Participating in In-service Training
(Public, Private, and Total)

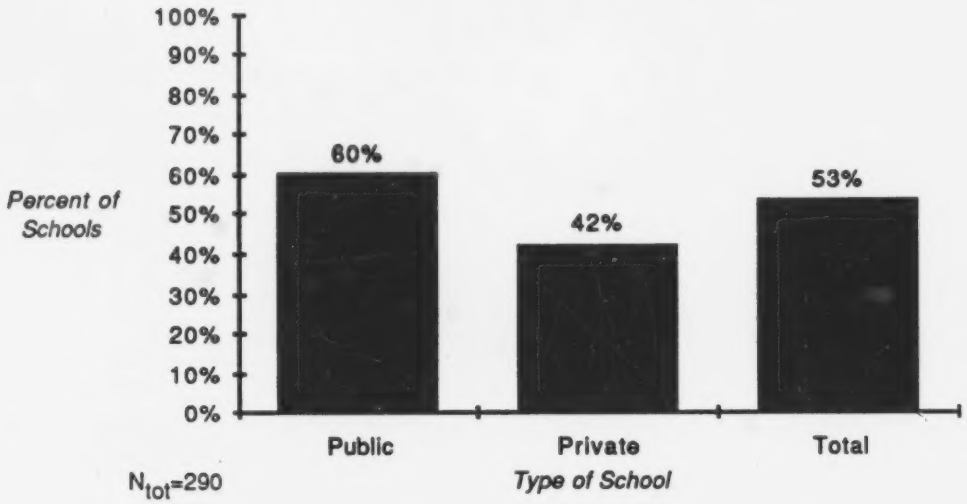


Figure 23: Percentage of Elementary Schools with Foreign Language Programs That Have Foreign Language Teachers Participating in Various Types of In-service Training

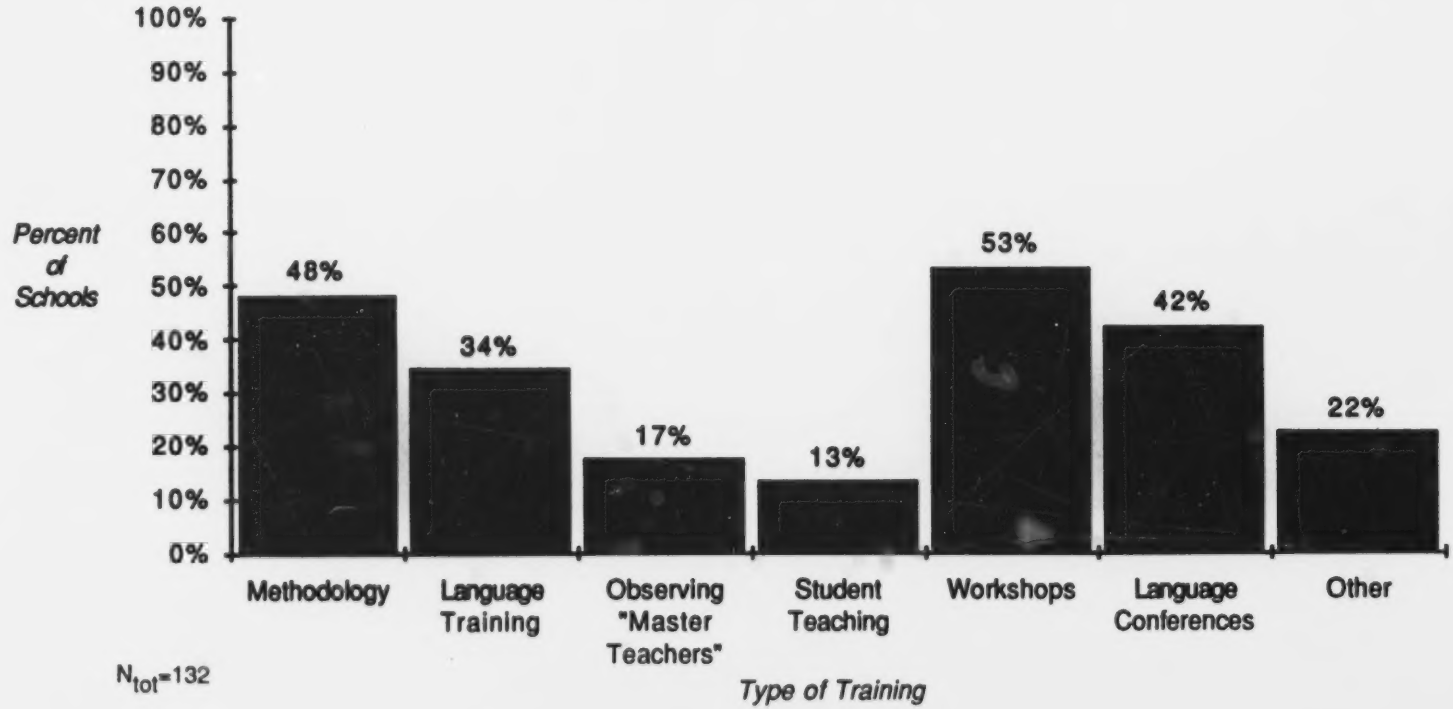


Figure 24: Percentage of Secondary Schools with Foreign Language Programs That Have Foreign Language Teachers Participating in In-service Training
(Public, Private, and Total)

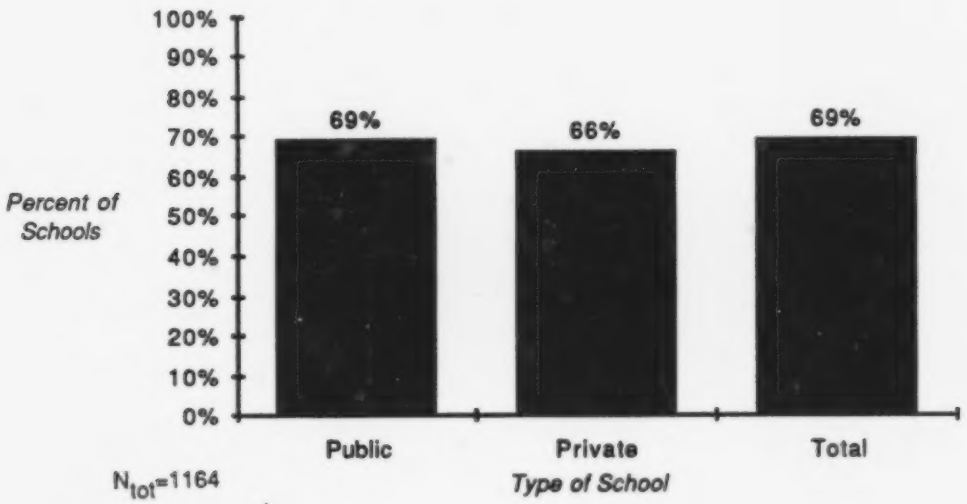
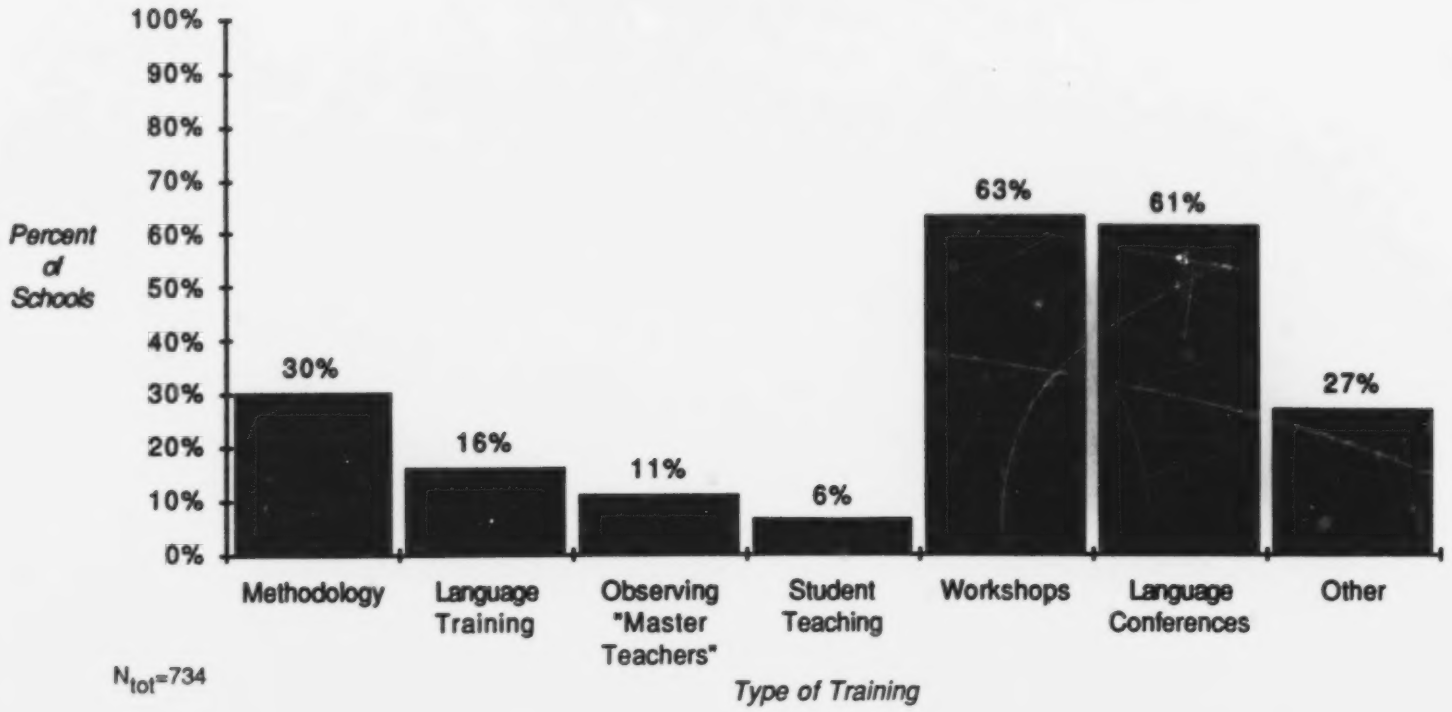


Figure 25: Percentage of Secondary Schools with Foreign Language Programs That Have Foreign Language Teachers Participating in Various Types of In-service Training



N_{tot}=734

E. Major Problems

Respondents were asked about the major problems in foreign language instruction in their schools. Multiple responses were allowed.

Problems in elementary schools. Among the **elementary** respondents with foreign language programs, the majority (55%) said that a shortage of funds was a serious obstacle (see Figure 26). A majority of public elementary school respondents (53%) and private elementary school respondents (57%) felt funding was a major issue.

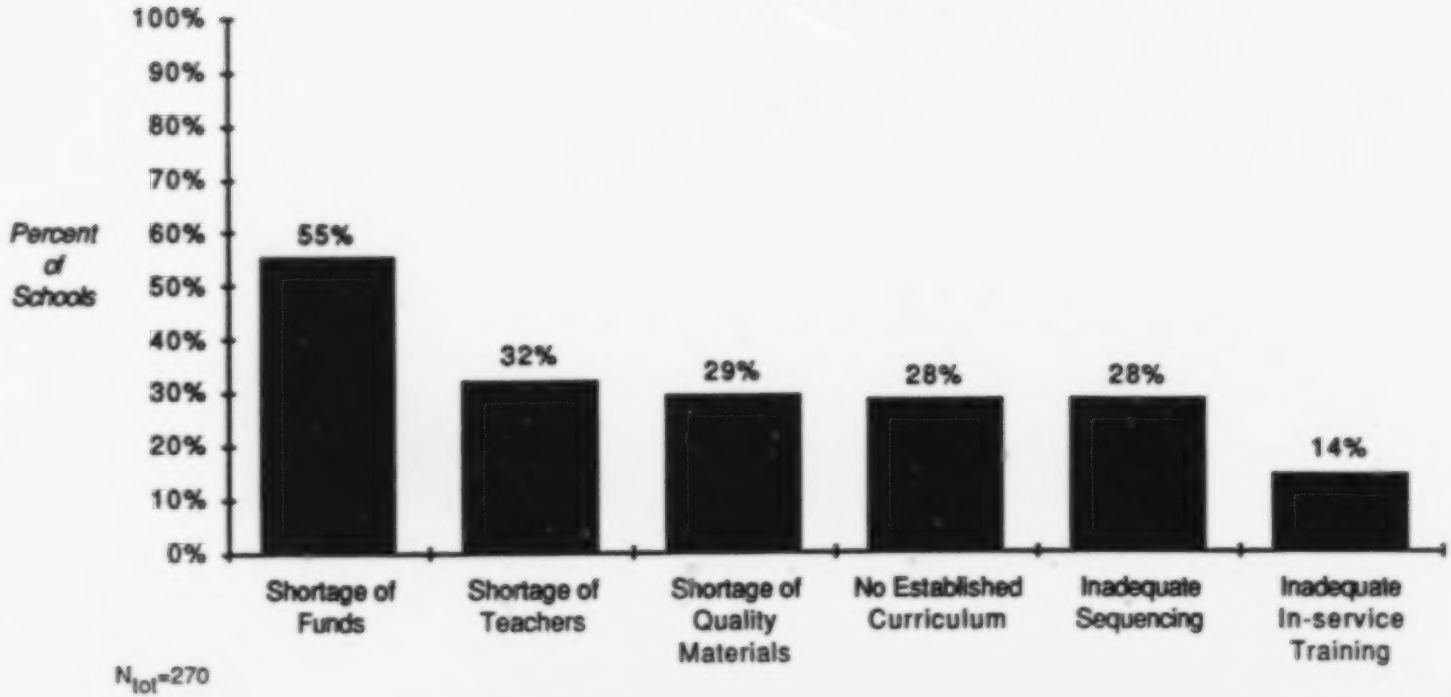
The next major problem in the elementary schools was shortage of teachers (32% of the total respondents, 37% of the public schools, and 27% of the private schools).

Lack of high quality materials was judged to be a serious problem by 29% of the total elementary respondents, including 26% of the public schools and 31% of the private schools. Similarly, the lack of an established curriculum was found to be a key difficulty by 28% of the total elementary respondents, with the same percentage occurring for both public and private schools.

Inadequate sequencing from elementary to secondary school foreign language classes was a serious issue for 28% of the total elementary respondents; it was more serious for public schools (34%) than for private schools (21%). Inadequate in-service training was cited by 14% of the total elementary respondents, 12% of the public schools, and 10% of the private schools.

Other major problems cited by elementary respondents included lack of school support (9% of the total respondents, 15% of the public school respondents, and 5% of the private school respondents--a noticeable public-private difference); unrealistic expectations by the general public (9% of the total respondents, 9% of the public school respondents, and 10% of the private school respondents); lack of community support (7% total, 15% public, 5% private--another real public-private split); inadequate proficiency tests (5% total, 4% public, 5% private); poor academic counseling (3% total, 7% public, 0% private--another public-private difference); and other (19% total, 20% public, 19% private). In the "other" category, the concern most often expressed by the elementary schools was lack of time in the school day

Figure 26: Percentage of Elementary Schools with Foreign Language Programs that Report Major Problems with Foreign Language Instruction



for foreign language instruction. Only one percent of the elementary schools said they had no problems.

As can be seen, public and private elementary schools had somewhat different problems. Funding and materials were cited by slightly more private elementary schools than public elementary schools. However, problems that were substantially more serious for public elementary schools than private elementary schools included inadequate sequencing, inadequate in-service training, lack of school support, lack of community support, and poor academic counseling.

Problems in secondary schools. Figure 27 shows problems cited by secondary schools. As was to be expected, shortage of funding was cited by half (52%) of the secondary respondents with foreign language programs. Private schools reported this problem more often than public schools, at 59% compared to 50%.

Related to the question of funding was that of teacher shortage. One-quarter (25%) of the responding secondary schools thought they did not have enough foreign language teachers. No important differences were found across the public and private secondary schools.

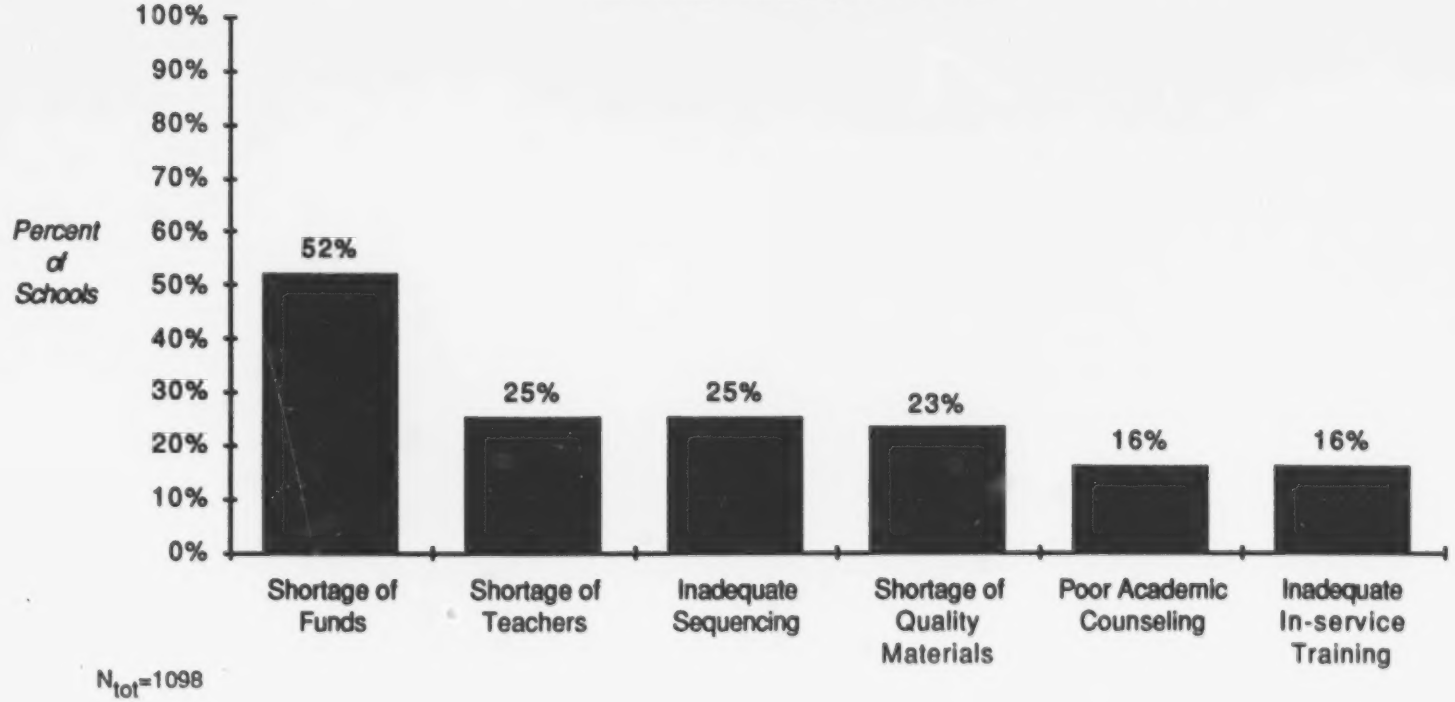
The same proportion of secondary schools, 25%, felt there was inadequate sequencing of foreign language courses from elementary schools to secondary schools. Again, there were no notable differences by public and private secondary schools.

Nearly one-fourth (23%) of the secondary schools complained of lack of quality materials for foreign language teaching. Public and private secondary schools did not seem to show major differences regarding this problem.

One-sixth (16%) of the responding secondary schools reported they had poor academic counseling, and the same percentage reported inadequate in-service teacher training. More public secondary schools (19%) than private secondary schools (7%) reported that poor academic counseling was a major problem, but there were no particular differences between public and private secondary schools concerning inadequate in-service teacher training.

Other secondary school problems included lack of community support (13% total, 15% public, 7% private); lack of school support (11% total, 12% public, 8%

Figure 27: Percentage of Secondary Schools with Foreign Language Programs That Report Major Problems with Foreign Language Instruction



private); lack of an established curriculum (10% total, 11% public, 7% private); unrealistic public expectations (11% total, 11% public, 10% private); inadequate proficiency tests (6% total, 5% public, 10% private); inadequate placement tests (7% total, 6% public, 11% private); inadequate sequencing from secondary schools into college classes (6% total, 6% public, 5% private); and poorly trained teachers (6% total, 6% public, 8% private).

A quarter (24%) of the secondary schools said they had problems other than those mentioned above. Only 3% of the secondary schools said they had no problems in the teaching of foreign languages in their schools.

The only key problem that was more serious for private schools than for public schools in the secondary sample was the shortage of funding (59% vs. 50%). Problems that were more onerous for public secondary schools than for private secondary schools included poor academic counseling (18% vs. 7%), lack of school support (12% vs. 8%), and lack of community support (15% vs. 7%).

Comparison of problems in elementary and secondary schools.

The top two problems in both elementary schools and secondary schools were shortage of funds and shortage of teachers. For elementary schools, shortage of quality materials was the third ranked problem, while this issue ranked fourth for secondary schools. Inadequate sequencing from elementary to secondary levels was the number three problem for secondary schools, but it ranked fifth for elementary schools. The fourth ranked problem for elementary schools was lack of an established curriculum, compared with shortage of quality materials for secondary schools. Poor academic counseling ranked fifth for secondary schools, but did not even appear in the top problems for elementary schools. The sixth most serious problem for both elementary and secondary schools was inadequate in-service training.

In sum, the most serious problems in foreign language education across both elementary and secondary levels included funding shortages, teacher shortages, shortages of quality materials, lack of an established curriculum (elementary), inadequate sequencing, poor academic counseling (secondary), and inadequate in-service training.

In this section we have presented results in terms of five main themes: amount of foreign language instruction, foreign language offerings, foreign language curriculum, teacher qualifications and training, and major problems. The next section discusses the implications of these results.

DISCUSSION

This section discusses implications of the results for foreign language education in the U.S. at elementary and secondary levels. We will not review all the findings in detail here; a summary is found in the Introduction and Highlights. Instead, we will discuss selected findings in light of what we know from other existing information on foreign language teaching and will draw conclusions on that basis. This discussion will follow the same general order in which the findings were presented in the results section: amount of foreign language instruction, foreign language offerings, foreign language curriculum, and teacher qualifications and training.

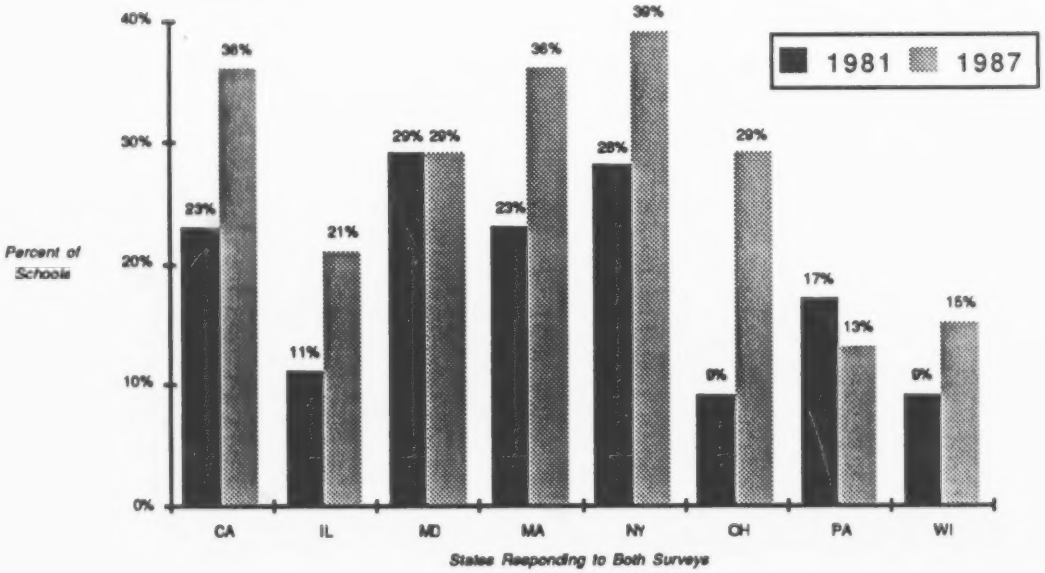
A. Amount of Foreign Language Instruction

In the present survey, 22% of the responding **elementary** schools taught foreign languages. Interestingly enough, twice as many private schools (34%) than public schools (17%) taught foreign languages at the elementary school level. Although there have been no completely similar surveys of elementary schools, a survey conducted by the Center for Applied Linguistics (Rhodes et al., 1981) provided an interesting comparison. That survey of public and private elementary schools in eight states (California, Illinois, Maryland, Massachusetts, New York, Ohio, Pennsylvania, and Wisconsin) showed that 18% of the schools offered foreign language instruction.* In the current survey, schools *in these eight states* reported that, overall, 27% of the schools taught foreign languages. Although these states were not representative of the entire U.S. (in fact, they were selected for the 1981 survey precisely because they were known to have innovative foreign language programs), the rapid increase in overall foreign language instruction in these eight states was noteworthy.

Six of the eight states showed significant increases in the number of elementary schools teaching foreign languages (see Figure 28). The dramatic increase of foreign language instruction in New York schools could be attributed

*Response rate for 1981 survey was 37%.

Figure 28: Percentage of Elementary Schools Teaching Foreign Languages: Comparison of 1981 and 1987 Results for Eight States



to the new state requirement that mandates the teaching of foreign language in the elementary grades.* The increases in California, Illinois, Massachusetts, Ohio, and Wisconsin were probably a result of a growing general awareness at the local school level of the importance of including foreign languages in the curriculum.

At the **secondary** level, it was not surprising that, in the present survey, 87% of the responding schools said they taught foreign languages. It is hoped, however, that within the next decade *all* secondary schools will have the motivation and resources to offer foreign languages. The signs are encouraging, for when the schools that did not currently teach foreign languages were asked if they would be interested in having foreign language instruction at their school, half of the elementary schools and 69% of the secondary schools said yes. Although this result did not show an across-the-board interest among all schools, it did indicate a substantial amount of interest among those schools not currently teaching foreign languages. The reasons that those interested schools did not currently offer foreign language instruction were not evident from the survey. Clearly, it would be very useful to do a follow-up study on these schools to find out exactly why they had not yet implemented a foreign language program.

B. Foreign Language Offerings

It was noteworthy that the top four languages in **elementary** and **secondary** schools were the same: Spanish, French, German, and Latin. This suggested that, even though programs generally were not well articulated from one level to the next, there is a possibility for easily planned sequencing because of the continued offering of the same languages.

Although the top languages were the same, the order of frequency of German and Latin was different for elementary and secondary schools -- Latin ranked above

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*The New York State Board of Regents has established some of the most extensive foreign language requirements of any state. For example, the class of 1992 must have at least one unit of foreign language instruction during grades 1-9, and the class of 1994 must have two units. Incentives in the form of state aid will be given to districts complying with the requirements. Students who pass the proficiency test by the end of grade 9 will receive one high school credit.

German in the elementary school, whereas German ranked above Latin in the secondary school. The renewed interest in Latin for the purpose of improving basic English skills and vocabulary development may be one of the reasons for the high frequency of Latin programs in the elementary school.

In addition, a number of other languages were being taught. Private schools appeared to be taking the lead at both the elementary and secondary levels in offering less commonly taught languages such as Russian, Japanese, and Chinese. However, these languages were still what they are termed: "less commonly taught." The proportion of schools offering such languages, when viewed in terms of the total number of schools responding, was still miniscule. Only a tiny fraction of elementary and secondary school students were currently being exposed to Russian, Japanese, and Chinese (and other languages of importance, such as Southeast Asian languages spoken by the thousands of refugees who have entered the U.S.). For example, the current survey shows that 2% of elementary schools and 2% of secondary schools in the U.S. offered Russian. Less than 1% of elementary schools and about 1% of secondary schools offered Japanese. Three percent of elementary schools and less than 1% of secondary schools offered Chinese.

At the **secondary** school level, there was generally only a small amount of exposure to the target language per pupil per week. In almost all languages, the amount of time spent at the secondary school level is reported to be one to five hours per week. (In only four of 19 cited languages or language-related courses did substantial percentages of the responding secondary schools say they offered more than five hours per week. Parallel figures are not available for elementary schools.)

Assuming the typical five hours (maximum) per week, and approximately 30 weeks in the school year, this means that foreign language exposure in the secondary school was only about 150 hours per year. The time spent in such exposure appeared to be, from the curriculum questions on the survey, textbook-based rather than communication-based. Furthermore, a lot of the time was spent using English rather than the target language, according to the secondary school data.

The results showed that only 3% of U.S. **elementary** schools provided foreign language programs (intensive FLES and immersion) that had overall language proficiency for the students as a goal. The other 97% either offered no

foreign language programs or offered only introductory exposure (FLES and FLEX programs) but no avenue for developing any real communicative language proficiency.

Almost all (96%) of the responding **secondary** schools provided standard foreign language programs that covered all four language skills, although the final outcome in terms of language proficiency level was not measured in the survey. More private secondary schools than public secondary schools offered advanced placement and accelerated/honors foreign language courses.

Relating information on language learning theory to the survey results, it is likely that greater amounts of intensive exposure, especially in a more communicative mode using the target language, would be necessary to reach moderate to high levels of overall language skills.

C. Foreign Language Curriculum

When looking at the types of instructional materials used in **elementary** schools, it is striking that more schools used teacher-made materials (84%) than commercially published textbooks and workbooks (70%). An obvious explanation for this, as any elementary foreign language teacher would attest, is the lack of foreign language texts that are geared toward elementary school students. Publishers should take note of this paucity of materials and start developing much needed textbooks and workbooks for the early grades.

Secondary school foreign language teachers, on the other hand, placed great reliance on commercial textbooks and workbooks (95%), although they also used teacher-made materials (89%). Computer-assisted instruction was still not widely used at any level of foreign language education.

With regard to activities in which students participate, **secondary** school foreign language students took part in field trips, pen pal exchanges, foreign language contests, school-sponsored trips, and language camps at least twice as much as **elementary** school students. Surprisingly, students at half of the elementary schools did not participate in any type of supplemental activity.

As the survey results show, a curriculum area that needs to be given much attention by school districts in the near future is the sequencing (articulation) of students from one level to the next. According to the results of the **elementary**

school survey, 31% of schools reported that their foreign language students must begin at Level I in foreign language study at the post-elementary level (along with students who have had no prior contact with the language). This instructional redundancy is wasteful of teachers' and students' time and material resources. School systems that offer foreign languages at any time in the elementary school should place a high priority on the development of a continuation plan for those students.

D. Teacher Qualifications and Training

The area of teacher qualification and training needs improvement in several ways, according to the survey findings. There are three aspects: certification, native speakers, and in-service training. The foreign language teaching certification picture is fairly bleak in the **elementary** schools, because (as we know from our own observation) very few states offer certification for elementary school foreign language teaching. Furthermore, only a handful of universities across the country offer solid coursework in the area of teaching foreign languages in the elementary schools. The certification situation is better for **secondary** schools, where most foreign language teachers were certified for their work.

Certification differences also appeared between public and private schools. Private schools often did not require certification, so fewer private school teachers appeared to have certification.

It has often been thought that foreign language teachers should be native speakers. That assumption has been questioned recently by many in the foreign language field who believe that good teaching skills are as important as, or even more important than, native speaking ability. Despite this controversy, it is interesting to note that, of the schools teaching foreign languages, 44% of the **elementary** schools and 63% of the **secondary** schools reported that *none* of their foreign language teachers were native speakers. A balance should be sought whereby schools employ fully-trained teachers, including both native speakers and non-native speakers of the languages being taught.

In-service training had been taken in the previous year by foreign language teachers in 53% of the responding **elementary** schools with foreign language programs and 69% of the responding **secondary** schools with foreign language

programs. Given the rapidly changing field of foreign language education, including the relatively recent advances in communicative methodology, it would be wise for all foreign language teachers to participate in a consistent and coherent in-service training program, and not just in sporadic workshops and conferences. Updating of their own language skills would also be very useful for most teachers, especially since they are not generally native speakers of the target language.

CONCLUSION

The profile of foreign language instruction in the United States revealed by this survey shows that foreign language instruction is currently being offered in just over one-fifth of elementary schools and in 87% of secondary schools. The percentage of private elementary schools teaching foreign languages (34%) was double that of public elementary schools (17%), while only slightly more private than public secondary schools responded that they taught foreign languages (93% compared to 86%).

It is evident from these results that national attention needs to be focused on developing more rigorous foreign language programs, with instruction beginning in the early grades and continuing through high school until fluency is reached. Two major education reports, *Strength Through Wisdom* (1979) and *Critical Needs in International Education: Recommendations for Action* (1983), recommended that foreign language instruction start in elementary school and continue until a functionally useful level of proficiency is reached. How long does this take? One answer is provided by *A Nation at Risk: The Imperative for Educational Reform* (1983), which states that achieving an acceptable level of proficiency in a foreign language takes at least four to six years and should start in the elementary grades.

Efforts to increase language learning in our schools and to develop a language-competent society can be strengthened by:

(1) Encouraging the establishment of new programs, particularly those that start in the elementary school and aim at a high degree of proficiency. Schools districts should be encouraged to initiate comprehensive foreign language programs, with the aim of continuing instruction from elementary school through high school in the same language until a commonly defined level of proficiency is reached.

(2) Improving the sequencing patterns for those schools that already offer language classes in the early grades. In many school districts, no sequencing plan exists to ensure smooth continuation of foreign language study from one level to the next. It is recommended that all school districts offering foreign language instruction adopt a coherent and flexible sequencing plan that can accommodate the highly transient student population of today's schools.

(3) Offering more intensive foreign language programs. At both the elementary and secondary level, classes should ideally provide at least ten hours per week of exposure to the foreign language. Immersion-type foreign language programs, where some regular subjects are taught in the foreign language, should be an option to school districts.

(4) Addressing the major problems outlined by principals and teachers responding to the survey, including shortage of funding, lack of teachers, lack of quality materials, and inadequate in-service training. Over half the responding schools at both levels named shortage of funds as a major obstacle, and this, of course, is one of the causes for the shortage of teachers, materials, and in-service training. Recent policy documents on foreign language education call for expanded foreign language offerings, implying the need for expanded funding, teacher training, and resources for instruction (National Advisory Board on International Education Programs, 1983; National Commission on Excellence in Education, 1983).

(5) Offering more programs that teach major world languages such as Russian, Japanese, and Chinese. It is common knowledge from newspapers and magazines that the U.S.S.R., China, and Japan routinely offer long-term instruction in English to significant numbers of their students at elementary and secondary levels. We do not reciprocate with intensive or long-term study of these major languages. In order to gain an edge in the international arenas of politics, trade, technology, and the arts, the United States needs to place top priority on the teaching of major world languages at all levels of schooling.

The survey results have provided us with a national overview of language instruction in the schools. The results have shown us where our priorities have been in the last decade, and where we need to go in the future. In order to develop strong language programs at all grade levels, with commonly agreed upon proficiency goals, we will need to focus our energies on improving and expanding teacher training opportunities, articulation planning, initiation of new programs (especially at the elementary level), materials development, and the teaching of major world languages not commonly taught.

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ABOUT THE AUTHORS

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APPENDIX A

Introductory Letter Sent before Survey

Center for
Applied
Linguistics

October 14, 1986

Dear Principal or Foreign Language Chairperson:

We are writing to request your help in a nationwide survey sponsored by the U.S. Department of Education, Office of Educational Research and Improvement. This survey will provide us with a description of foreign language education in schools across the country.

In a few days you will be receiving our survey on foreign language instruction in your school. Please take the time to answer the questionnaire. Your assistance will enable us to report accurate findings.

Thank you for your cooperation.

Sincerely yours,

Rebecca Oxford

Rebecca Oxford
Survey Director

Nancy C. Rhodes

Nancy C. Rhodes
Survey Coordinator

1118 22nd Street, N.W., Washington, D.C. 20037 (202)429-9292 Telex: 892773 CENTAPLING

APPENDIX B

Cover Letter Sent with Survey

Center for
Applied
Linguistics

October 23, 1986

Dear Principal or Foreign Language Teacher:

We would greatly appreciate your help. As you know from our letter last week, we are conducting a nationwide survey sponsored by the U.S. Department of Education, Office of Educational Research and Improvement. By taking about ten minutes to fill out the enclosed questionnaire, you will be helping us to analyze foreign language education in the United States.

Your school was selected at random and is part of a small sample from over one hundred thousand schools in the country. Even if your school has no foreign language program, please indicate this on the questionnaire and return it.

Your response is very important to us because it will enable us to obtain an accurate picture of the country's foreign language education programs. The information will be used to help improve instruction, curricula, and materials for foreign language classes. Please return the completed survey in the enclosed stamped envelope by NOVEMBER 14, 1986. Thank you for your help.

Sincerely yours,

Rebecca L. Oxford

Rebecca Oxford
Survey Director

Nancy C. Rhodes

Nancy C. Rhodes
Survey Coordinator

P.S. Enclosed is a foreign language button for you.

Enclosures

This survey has been endorsed by the Council of Chief State School Officers, 1986.

1118 22nd Street, N.W., Washington, D.C. 20037 (202)429-9292 Telex: 892773 CENTAPLING

APPENDIX C

Elementary School Survey Instrument

OMB 18500591
Form expires December 1986

ELEMENTARY SCHOOL FOREIGN LANGUAGE QUESTIONNAIRE C-1

TO: School Principal or Foreign Language Teacher

This questionnaire is about foreign language instruction in your school. Please take a few minutes to complete it and return it to us in the postage paid envelope provided. Your cooperation is very much appreciated.

Col 1
(ID 1 - 11)
(Oper 12 - 15)

1. Does your school teach foreign language(s)? YES ☐ 1 —▸ Skip to question 3 NO ☐ 2 (16)

2. If not, would you be interested in having foreign language instruction at your school?

YES ☐ 1 NO ☐ 2 (17)

3. What grades does your school include? (check one answer)

K or 1 through 3 ..... ☐ 1
K or 1 through 5 ..... ☐ 2
K or 1 through 6 ..... ☐ 3
K or 1 through 8 ..... ☐ 4
Other (specify) ..... ☐ 5
_____ (18)

4. Approximately how many students attend your school? (check one answer)

Fewer than 100 ..... ☐ 1
100 to 499 ..... ☐ 2
500 to 999 ..... ☐ 3
1,000 or more ..... ☐ 4 (19)

NOTE: IF YOUR SCHOOL DOES NOT TEACH FOREIGN LANGUAGE(S), YOU DO NOT NEED TO COMPLETE ANY MORE OF THE SURVEY. PLEASE MAIL IT BACK TO US IN THE ENCLOSED STAMPED ENVELOPE.

5. Approximately what percentage of the students in your school are enrolled in foreign language classes? (check one answer)

Less than 25% ..... ☐ 1
25% - 49% ..... ☐ 2
50% - 74% ..... ☐ 3
75% - 100% ..... ☐ 4 (20)

6. When are the classes taught? (check all that apply)

During regular school day .... ☐ 1
Weekends ..... ☐ 2
Before/after school ..... ☐ 3
Other (specify) ..... ☐ 4
_____ (21)

7. Where does your funding for foreign language classes come from? (check all that apply)

Regular school funds ..... ☐ 1
Federal or state grant ..... ☐ 2
Tuition paid by parents ..... ☐ 3
Parent-Teacher Association financial support ..... ☐ 4
Other (specify) ..... ☐ 5 (22)
_____

8. Have any of the language teachers at your school participated in staff development or inservice teacher training during the past year? (23)

YES ☐ 1 —▸ If yes, what kind? (e.g., language training, methodology instruction, student teaching, observing "master teachers," language conferences, workshops, etc.) NO ☐ 2

_____ (24)
_____

9. Please read the following goals describing various program types:

PROGRAM TYPE A
The goals of this program are to get a general exposure to language and culture, learn basic words and phrases, and develop an interest in foreign language for future language study. The aim is not fluency but rather exposure to other language(s) and culture. **(This type of program is often called foreign language experience, or FLEX.)**

PROGRAM TYPE B
The goals of this program are to acquire listening and speaking skills, gain an understanding and appreciation for other cultures, and acquire limited amounts of reading and writing skills. Lessons in early grades center around greetings, colors, numbers, food, days of the week, etc., and conversation focuses on topics children are familiar with, e.g., family, pets, school. The teacher in this type of program may speak some English in the class. **(This type of program is often called foreign language in the elementary school, or FLES.)**

PROGRAM TYPE C
The goals of this program are the same goals as Program 2 above, but there is more exposure to the foreign language. This greater exposure includes language classes taught only in the foreign language or the foreign language being reinforced in other classes. There is coordination between foreign language teachers and other teachers so that language concepts are carried over into the regular curriculum. **(This type of program is often called intensive FLES.)**

PROGRAM TYPE D
The goals of this program are to be able to communicate in the language almost as well as a native speaker of the same age and acquire an understanding of and appreciation for other cultures. At least 50% of the school day is taught in the foreign language, including such subjects as arithmetic, science, social studies, language arts. **(This type of program is called partial or total immersion.)**

In the chart below, check each language taught at your school. For each of the languages taught, write in the corresponding letter of the program type from the four descriptions above that best describes your program, the grades in which it is offered, and an average number of hours per week students spend in foreign language study. NOTE: If you have more than one program type, please list them all.

Example: LANGUAGES		PROGRAM TYPE(S)	GRADE LEVELS	AVERAGE HOURS PER WEEK
Chinese	☒ →	C	K - 6	5 hours

LANGUAGES		PROGRAM TYPE(S)	GRADE LEVELS	AVERAGE HOURS PER WEEK	
Chinese	☐ 1 →				(27 - 30)
French	☐ 2 →				(31 - 34)
German	☐ 3 →				(35 - 38)
Hebrew	☐ 4 →				(39 - 42)
Italian	☐ 5 →				(43 - 46)
Japanese	☐ 6 →				(47 - 50)
Latin	☐ 7 →				(51 - 54)
Russian	☐ 8 →				(55 - 58)
Sign Language	☐ 9 →				(59 - 62)
Spanish	☐ 0 →				(63 - 66)
Other (specify)					
_____	☐ X →				(67 - 70)
_____	☐ R →				(71 - 74)
_____	☐ -1 →				(75 - 78)
	(25 - 26)				

9 C I 40

C-3

10. Please check off approximately how many of your foreign language teachers are: (check one answer for each line)

	NONE	SOME	MOST	ALL	
Native speakers of language being taught	☐ 1	☐ 2	☐ 3	☐ 4	(16)
Certified for elementary school teaching but not specifically for foreign language teaching	☐ 1	☐ 2	☐ 3	☐ 4	(17)
Certified for foreign language teaching at the elementary school level	☐ 1	☐ 2	☐ 3	☐ 4	(18)
Certified for foreign language teaching at the secondary school level	☐ 1	☐ 2	☐ 3	☐ 4	(19)
High school/college students	☐ 1	☐ 2	☐ 3	☐ 4	(20)
Adult volunteers	☐ 1	☐ 2	☐ 3	☐ 4	(21)

11. Is there an established foreign language curriculum or set of guidelines for your program(s)? (22)

YES ☐ 1 NO ☐ 2

12. What type of instructional materials are used? (check all that apply)

Commercially published textbooks/workbooks (list titles and publishers; attach separate page if needed) ☐ 1 (23-24)

_____

_____

_____

Computer-assisted instructional materials (list names of software programs; attach separate page if needed) ☐ 2

_____

_____

Films, filmstrips, slides, videotapes, records, audiotapes ☐ 3
Commercially made foreign language games (e.g., Lotto, Scrabble, etc.) ☐ 4
Teacher-made materials ☐ 5
Other (specify) ☐ 6

_____

_____

13. In which of the following activities do some of your students participate? (check all that apply)

Penpal activities ☐ 1 (25-26)
Local field trips to foreign language plays, festivals, or cultural events ☐ 2
Local, state, or national foreign language contests or awards programs ☐ 3
Language camps (weekend retreats, or week- or month-long camps) ☐ 4
School-sponsored trips to foreign countries during summer or school year ☐ 5
Student exchange programs for study abroad ☐ 6
None of the above ☐ 7
Other (specify) ☐ 8

_____

_____

14. What type of sequencing, if any, is planned for anguage study to continue from elementary through secondary school? (Check one answer that best describes the sequencing for the majority of the students.)

There is no foreign language instruction in junior high/middle school or high school in our school district ☐ 1

Students who have studied a foreign language in the elementary school are placed in Level I foreign language classes along with students who have had no prior contact with the language ☐ 2

Students who have studied a foreign language in the elementary school can enroll in a class in junior high/middle school where the course content and objectives are designed specifically to meet their prior level ☐ 3 (27)

Students who have studied a foreign language in the elementary school can enroll in more advanced classes in junior high/middle school, but these classes do not necessarily reflect students' prior language level ☐ 4

Students who have studied a foreign language in the elementary school can enroll in some subject matter courses taught in the foreign language in grades 7 - 12 ☐ 5

Other (specify) ☐ 6

_____

_____

15. What are the major problems you see confronting foreign language instruction in your school? (Check the three most serious problems)

Shortage of funding	☐ 1	Poor academic counseling	☐ 8
Inadequate inservice training	☐ 2	Lack of school support	☐ 9
Poorly trained teachers	☐ 3	Lack of community support	☐ 0
Not enough teachers	☐ 4	Inadequate placement tests	☐ X
Lack of quality materials	☐ 5	Inadequate proficiency tests	☐ R (28 - 33)
Lack of established curriculum or guidelines	☐ 6	Unrealistic expectations of public	☐ -1
Inadequate sequencing from elementary into secondary school classes	☐ 7	Other (specify) _____	☐ -2

16. Additional comments or information about innovative foreign language programs in your school or elsewhere in the state:

Please fill in the following information in case follow-up is needed. All of your responses will be kept confidential.

Name: _____ School Name: _____

Position: _____ School Address: _____

School Telephone: (____) _____ _____

NOTE: We are currently developing an information network on foreign language programs in each state. May we include your name and school?

YES ☐ 1 NO ☐ 2 (34)

Thank you very much for answering this survey. Please return it by December 8, 1986, in the enclosed stamped envelope. If you would like a copy of the results, please check here. ☐ (35)

Center for Language Education and Research
Center for Applied Linguistics
1118 22nd Street, N. W.
Washington, D.C. 20037, (202) 429-9292

(cont. 33 - 79)

APPENDIX D

Secondary School Survey Instrument

OMB 18500591
Form expires December 1986

SECONDARY SCHOOL FOREIGN LANGUAGE QUESTIONNAIRE

D-1

TO: Foreign Language Chairperson or Teacher

This questionnaire is about foreign language instruction in your school. Please take a few minutes to complete it and return it to us in the postage paid envelope provided. Your cooperation is very much appreciated.

(ID 1 - 11)
(Open 12 - 15)

1. Does your school teach foreign language(s)? YES ☐1 —▸ Skip to question 3 NO ☐2 (16)

2. If not, would you be interested in having foreign language instruction at your school?

YES ☐1 NO ☐2 (17)

3. What grades does your school include? (check one answer)

7-8	☐1	9-12	☐4
7-9	☐2	10-12	☐5
7-12	☐3	Other (specify) _____	☐6

(18)

4. Approximately how many students attend your school? (check one answer)

Fewer than 100	☐1	1,000 to 1999	☐4
100 to 499	☐2	2,000 or more	☐5
500 to 999	☐3		

(19)

NOTE: IF YOUR SCHOOL DOES NOT TEACH FOREIGN LANGUAGE(S), YOU DO NOT NEED TO COMPLETE ANY MORE OF THE SURVEY. PLEASE MAIL IT BACK TO US IN THE ENCLOSED STAMPED ENVELOPE.

5. Approximately what percentage of the students in your school are enrolled in foreign language classes? (check one answer)

Less than 25%	☐1	50% - 74%	☐3
25% - 49%	☐2	75% - 100%	☐4

(20)

6. In the chart below, check each language taught at your school and write in the levels offered (possible number of years to study a given language) and the average number of hours per week spent in the foreign language class.

Example: LANGUAGE		LEVELS OFFERED	HOURS PER WEEK
Chinese	☒ —▸1	1-3	5

LANGUAGES		LEVELS OFFERED	HOURS PER WEEK	
Chinese	☐ 1 —▸	_____	_____	(23-26)
French	☐ 2 —▸	_____	_____	(27-30)
German	☐ 3 —▸	_____	_____	(31-34)
Hebrew	☐ 4 —▸	_____	_____	(35-38)
Italian	☐ 5 —▸	_____	_____	(39-42)
Japanese	☐ 6 —▸	_____	_____	(43-46)
Latin	☐ 7 —▸	_____	_____	(47-50)
Russian	☐ 8 —▸	_____	_____	(51-54)
Sign Language	☐ 9 —▸	_____	_____	(55-58)
Spanish	☐ 0 —▸	_____	_____	(59-62)
Other (specify)				
_____	☐ X —▸	_____	_____	(63-66)
_____	☐ R —▸	_____	_____	(67-70)
_____	☐ -1 —▸	_____	_____	(71-74)
	(21-22)			(Open 75-76)

7. What type of foreign language classes are offered at your school? (check all that apply) D-2

(Dup)

Standard (listening, speaking, reading, writing) ☐ 1 (16-17)

Exploratory type (general exposure to one or more languages and cultures) ☐ 2

Literature only ☐ 3

Conversation only ☐ 4

Advanced Placement (for college credit) ☐ 5

Honors/Accelerated (other than Advanced Placement) ☐ 6

Language for native speakers (e.g., Spanish for Spanish-Speakers) ☐ 7

Regular subjects (e.g., history, math, science) taught in the foreign language (specify language and subject) ☐ 8

_____

Other (specify) ☐ 9

_____

8. Please check off approximately how many of your foreign language teachers are: (check one answer for each line)

	NONE	SOME	MOST	ALL	
Native speakers of language being taught	☐ 1	☐ 2	☐ 3	☐ 4	(18)
Certified for foreign language teaching at the secondary school level	☐ 1	☐ 2	☐ 3	☐ 4	(19)
Certified for secondary school teaching but not specifically for foreign language teaching	☐ 1	☐ 2	☐ 3	☐ 4	(20)
Not certified at all	☐ 1	☐ 2	☐ 3	☐ 4	(21)

9. To what extent does the typical language teacher in your school use the foreign language in the classroom?

Less than 50% of the time ☐ 1
50 - 74% of the time ☐ 2 (22)
75 - 100% of the time ☐ 3

10. Is there an established foreign language curriculum or set of guidelines for your program?
YES ☐ 1 NO ☐ 2 (23)

11. What type of instructional materials are used? (check all that apply)

Commercially published textbooks/workbooks (list titles and publishers; attach separate page if needed) ☐ 1 (24-25)

_____

_____

_____

Computer-assisted instructional materials (list names of software programs; attach separate page if needed) ☐ 2

11. (cont.)

Films, filmstrips, slides, videotapes, records, audiotapes ☐ 3

Commercially made foreign language games (e.g , Lotto, Scrabble, etc.) ☐ 4

Teacher-made materials ☐ 5

Other (specify) ☐ 6

12. In which of the following activities do some of your students participate? (check all that apply)

Penpal activities ☐ 1 (26-27)
Local field trips to foreign language plays, festivals, or cultural events ☐ 2
Local, state, or national foreign language contests or awards programs ☐ 3
Language camps (weekend retreats, or week or month-long camps) ☐ 4
School-sponsored trips to foreign countries during summer or school year ☐ 5
Student exchange programs for study abroad ☐ 6
None of the above ☐ 7
Other (specify) ☐ 8

13. What type of sequencing, if any, is planned for language study to continue from elementary through secondary school? (Check one answer that best describes the sequencing for the majority of the students.)

There is no foreign language instruction in elementary schools in our school district ☐ 1

Students who have studied a foreign language in the elementary school are placed in Level I foreign language classes along with students who have had no prior contact with the language ☐ 2

Students who have studied a foreign language in the elementary school can enroll in a class in junior high/middle school where the course content and objectives are designed specifically to meet their prior level (28) ☐ 3

Students who have studied a foreign language in the elementary school can enroll in more advanced classes in junior high/middle school, but these classes do not necessarily reflect students' prior language level. ☐ 4

Students who have studied a foreign language in the elementary school can enroll in some subject matter courses taught in the foreign language in grades 7 - 12 ☐ 5

Other (specify) ☐ 6

14. Have any of the the language teachers at your school participated in staff development or inservice teacher training during the past year?

(29)

YES ☐ 1 —▸ If yes, what kind? (e.g., language training, methodology instruction, student teaching, observing "master teachers," language conferences, workshops, etc.) NO ☐ 2

30

_____ ☐
_____ ☐
_____ ☐
_____ ☐

31

15. What are the major problems you see confronting foreign language instruction in your school? (Check the three most serious problems)

(39-44)

Shortage of funding	☐ 1	Poor academic counseling	☐ 9
Inadequate inservice training	☐ 2	Lack of school support	☐ 0
Poorly trained teachers	☐ 3	Lack of community support	☐ X
Not enough teachers	☐ 4	Inadequate placement tests	☐ R
Lack of quality materials	☐ 5	Inadequate proficiency tests	☐ -1
Lack of established curriculum or guidelines	☐ 6	Unrealistic expectations of public	☐ -2
Inadequate sequencing from elementary into secondary school classes	☐ 7	Other (specify) _____	☐ (34-36)
Inadequate sequencing from secondary into college classes	☐ 8		

16. Additional comments or information about innovative foreign language programs in your school or elsewhere in the state:

37 42

☐ ☐
☐ ☐
☐ ☐
☐ ☐
☐ ☐

41 46

Please fill in the following information in case follow-up is needed. All of your responses will be kept confidential.

Name: _____ School Name: _____

Position: _____ School Address: _____

School Telephone: (____)_____ _____

NOTE: We are currently developing an information network on foreign language programs in each state. May we include your name and school?

YES ☐ 1 NO ☐ 2 (47)

Thank you very much for answering this survey. Please return it by December 8, 1986, in the enclosed stamped envelope. If you would like a copy of the results, please check here. ☐ 48

(Open 49-78)

79 ☐ 1

Center for Language Education and Research
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